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DIRECTORATE OF DISTANCE EDUCATION

M.A. Education

III SEMESTER

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COMPARATIVE EDUCATION

Author:
Dr. H. Deepa
Assistant Professor,
Department of Education (DD & CE)
Manonmaniam Sundaranar University
Tirunelveli.

Reviewer:
Dr. M. Shanmuga Revathi
Assistant Professor in Education
Alagappa University College of Education
Alagappa University
Karaikudi.

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1.1INTRODUCTION

Comparative education is a field of study that focuses on the provision of organized learning activities across international and intercultural boundaries and utilizes comparative methods of study. Comparative education is a fully established academic field of study that examines education in one country (or group of countries) by using data and insights drawn from the practices and situation in another country, or countries. Comparative education is a vast field of study. It does not only study the educational systems of other countries or confine itself to a single strict definition because it covers disciplines such as the sociology, political science, psychology, and anthropology of different countries.

1.2 OBJECTIVES

- To understand the meaning and Definitions of comparative education
- To analyze the scope of comparative education
- To create awareness about the importance of comparative education
- To enable us to how the economic status and education are interrelated

1.3 EDUCATION

Education, as we understand it here, is a process of inviting truth and possibility, of encouraging and giving time to discovery. Gandhi once said: "Education means all-round drawing out of the best in child and man—body, mind, and spirit."

1.4 CONCEPT OF EDUCATION

Adesina (1985), "The tool for the integration of the individual effectively into a society so that the individual can achieve self-realization, develop national consciousness, promote unity and strive for social, economic, political, scientific cultural and technological process."

Nyerere (1982), "Education is the transmission of wisdom and knowledge of the society from one generation to the next and also to

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prepare the young people for their future membership of the society in which they find themselves."

1.5 COMPARATIVE EDUCATION

Comparative education is a discipline in the social sciences which entails the scrutiny and evaluation of different educational systems, such as those in various countries. Professionals in this area of endeavour are absorbed in advancing evocative terminologies and guidelines for education worldwide, enhancing educational structures and producing a context to which the success and effectively of education programs and initiatives can be assessed.

1.6 THE MEANING OF COMPARATIVE EDUCATION

Comparative education is the comparative study of educational theories and practices in various countries. Comparative education attempts to use cross-national data to test propositions about the relationship between education and society and between teaching practices and learning outcomes. Comparative education considers the implications of comparative studies for the formation and implementation of policies in education, social, national and international development. Comparative education invites contributions from associated disciplines in the fields of government, management, sociology, and technology and communications which affect educational research and policy decisions.

Adeyinka (1994) gives the following definitions for the concept.

- A study of two or more education systems.
- A study of how the philosophy, objectives and aims, policy and practice of education in other countries influence the general development, policy and practice of education in a particular country.
- A study of the school systems of two or more countries, and of the administrative machineries set up to implement or to control the implementation of government policies at various levels of education systems.

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1.7 DEFINITIONS OF COMPARATIVE EDUCATION

- E.H. Epstein (1995) defines, "comparative education as a field of study that applies historical, philosophical and social science theories and methods to international problems in education."
- Vernon Mallinson (1975) defines, "comparative education as the analytical study of factors that influence the development of education in historical and comparative perspectives to identify the principles upon which solutions to educational problems are based."

1.8 THE SCOPE OF COMPARATIVE EDUCATION

The scope of comparative education includes

1. To describe educational systems, processes, or outcomes.
2. To assist in the development of educational institutions and practices.
3. To highlight the relationships between education and society.
4. To establish generalized statements about education that is valid in more than one country.
5. To help the current generation, understand the nowadays education systems, with reference to the past.

1.9. IMPORTANCE OF THE EDUCATIONAL SYSTEMS IN A COMPARATIVE PERSPECTIVE

- ➢ The subject matter and content; this covers the essential components of educational systems such as structure, aims, content or curriculum, administration, financing, teacher education.
- ➢ Geographical units of study; these comprises intra-national, international, regional, continental and global or world systems studies and analysis.
- ➢ Ideological scope; this compares countries' educational systems on the basis of different political, social and economic ideologies. For example, democratic, communism, socialist, capitalist, free market and mixed economies.
- ➢ Thematic scope; this scope focuses on educational themes, topical issues or problems and compares them within one or more geographical

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units. For example free primary and secondary education, universal primary education, education for all and universal higher education.

- The historical or spatial scope; this deals with the study of the historical development of the discipline from the earliest (pre-historic) phase known as the period of Travelers' Tales to the modern phase known as the period of social science perspectives.
- Provide a picture or profile of the education systems in various countries or regions of the world.
- Comparative education enables one come up with a global description and classification of education in various parts of the world.
- To determine the relations and aspects in education and society, for example, how does family size affect education? How does social status affect education? Or what are the motivations of different social classes to participate in education? Among other aspects.

Check your Progress- 1

Note : a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. Define Comparative Education

…………………………………………………………………………………

……………………………………………………………………

1.10 EDUCATION FOR ECONOMIC DEVELOPMENT

1.10.1 The Importance of Education in Economic Development

Education in every sense is one of the fundamental factors of development. No country can achieve sustainable economic development without substantial investment in human capital.

Education provides a foundation for development, the groundwork on which much of our economic and social well-being is built. It is the key to increasing economic efficiency and social consistency. By increasing the value and efficiency of their labour, it helps to raise the poor from poverty. It increases the overall productivity and intellectual flexibility of the labour force. It helps to ensure that a country is competitive in world markets now

characterized by changing technologies and production methods. Education is also an important contributor to technological capability and technical change in industry.

1.10.2 Education and Productivity

Education alone, of course cannot transform an economy. The quantity and quality of investment, domestic and foreign, together with the overall policy environment, form the other important determinants of economic performance. Yet the level of human development has a bearing on these factors too. The quality of policy making and of investment decisions is bound to be influenced by the education of both policy makers and managers; moreover, the volume of both domestic and foreign investment is likely to be larger when a system's human capital supply is more plentiful.

1.10.3 Education and the Family

More educated men and women tend to invest more in their own health and the health of their children. Indeed, education may be the single most important personal determinant of a person's health and life expectancy.

Of course, the relation between education and better health and life expectancy involves causation in both directions, for greater health and lower mortality also induce larger investments in education and other human capital since rates of return on these investments are greater when the expected amount of working time is greater.

1.10.4 Education and trade

Education is indispensable to economic development. No economic development is possible without good education. A balanced education system promotes not only economic development, but productivity, and generates individual income per capita. Its influence is noticeable at the micro level of an individual family.

Some countries have successfully combined openness and investment in learning and education, forming a virtuous circle: openness creates demand for education, and learning and education make a country's

export sector more competitive. Knowledge accumulation influences a country's trade performance and competitiveness.

Check your Progress- 2

Note : a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. What is the purpose of education in economic development?

……………………………………………………………………………………

…………………………………………………………………………

1.11. LET US SUM UP

In this unit, you have learnt about the meaning and scope, importance of comparative education, and about the education for economic development. From this chapter you can understand the meaning of the comparative education, and how it is derived from the educational system of other countries. The definitions given by philosophers give the clear cut knowledge about comparative education. The educational systems and its importance are explained. The economic development of a country is fully depending on the education system, so we should give much importance to the education. Thus this unit gives you a clear understanding about comparative education.

1.12. UNIT – END EXERCISES

1) Discuss the importance of comparative education.
2) Analyzethe scope of comparative education.
3) Discuss about how education make economic development.

1.13. ANSWERS TO CHECK YOUR PROGRESS

1. Comparative education as the analysis of educational systems and problems of social, political, economic, cultural, ideological and other contents in order to understand the factors underlying similarities and differences in education in various countries.

2. The main purpose of education in economic development and the effect of education on labour productivity, poverty, trade, technology, health,

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income distribution and family structure. Education provides a foundation for development, the groundwork on which much of our economic and social wellbeing is built.

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2.8. Conceptualizing Nationalism

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2.1 INTRODUCTION

International education is an ambiguous term often used interchangeably as comparative education, development education and multicultural education. However, research shows that little attempt has so far been made to demarcate the boundaries of international education and clarify the concept. Therefore, in this unit, various paradigms for defining 'international education' and its original aspirations are explored in the light of historical accounts of international education and contemporary literature.

2.2. OBJECTIVES

- To know the origin of comparative education
- Explain the scope of comparative education
- Discuss the major concepts of comparative education
- Analyze the relationship between democracy and nationalism.

2.3 COMPARATIVE EDUCATION – A NEW DISCIPLINE

The Genesis of Comparative Education

Many scholars of comparative education have ventured into the discovery of the genesis of comparative education. On the whole there seems to be no specific time in which the discipline of comparative education originated. However the search for the origins of comparative education has made many scholars to look back hopefully to time immemorial.

The genesis of comparative education will therefore be looked at in light of phases or stages based on major characteristics activities of each phase.

These phases are;

i) The phase of Travelers Tales i.e. Pre-history to end of 18th century.
ii) Period of Pioneers or Phase of Selective Education Borrowing i.e. during the 19th century.
iii) The phase of concern for Cultural Context or Period of Philosophers i.e. from 1900 to end of World War II.
iv) The phase of Social Science perspective i.e. from1945 to the present.

2.3.1. The Phase of Traveler's Tales

This phase was marked by descriptive reports of travelers who comprised military conquerors, business expeditions and even explorers. The motives for accounts of travelers tales were partly curiosity and the need for comparison. They gave descriptive account of features in foreign systems of educational as they saw them. Their reports on education was fragmental, generally unsystematic, exaggerated at times and understatements at other times.

Herodotus (484-425 BC) - in his commentaries on the Persian wars he attempted a comparison of culture.

Xenophon (430-355 BC) -An Athenian, he gave a detailed account of the education for citizenship given to the youth in Persia. He compared the aims and structure of education in Persian and Sparta. According to him, he admired the Spartan education and wished that the Athenians could copy it.

Marco Polo (13th century) - He traveled to the court of Kublai Khan in China and reported about the Chinese education system. He observed that there were no quarrels in schools in China and that honesty and truthfulness were emphasized. He further observed that men and women lived together peacefully in China a fact he attributed to the education system. However in the 19th century it was noted that the Chinese education system contributed to the corrupt government system and breaking of laws such as cruelty to prisoners.

Erasmus (1496-1536) - a scholar during the Renaissance, he gave detailed information about education in different countries, comparing the state of education in England in his time with that of Italy.

Le Chatolais (1773) and **Diderot (1776) -** From Russia, they compared the Russian education with that of France.

It should be noted that during ancient time, there were examples of individuals with interest in comparisons of all kind. During the (13th-15th centuries) travel of one kind or another became greater in length and more comprehensive in character. During the 16th century cases of embryonic comparative education research became more frequent. This was partly due to the impetus of geographical exploration and discovery of the

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time. As such there were writings, of traveling scholars and others sent to other countries to study education. During the 17th century there was increasing and more significant international contacts as foreign travel not only became more possible, but more and more common. During this time, travelers guide books, became available and recommended that the travelers should observe school activities in the countries they toured. They were also to consider and gather information on libraries, lectures, school debate, among other key educational activities. Learning institutions especially universities during this period and after the Renaissance and Reformation in Europe also made some contributions to the development of comparative education.

2.3.2. The Phase of Selective Education Borrowing (1817-1900)

Historically the 19th century Europe was characterized by the aftermath of the French Revolution, Industrial Revolution, Agrarian Revolution and the Colonization process. Education reformers at this time were concerned with the social and political conditions of these revolutions and the reaction of the masses. In education they saw the means of moral improvement and social amelioration. Education reformers were concerned that the ability of individual school system to improve them faced a lot of oppositions even where there were good intentions. This brought the need to share the best ideas and practices available in many countries. In this regard there was a significant change of approach that suggested a more systematic and comprehensive collection of data and in turn "selective borrowing" in education.

Some of the scholar attributed to this phase and hence the development of comparative education include;

Victor cousin (1792-1867) - He lived in France at time when Europe was in chaos after the Napoleonic wars. He was a professor of philosophy and head of France's normal school. After the Napoleonic wars there was need to bring reform in France. He visited Prussia and investigated its education with the aim of finding out areas of relevance for reform of education in France. In (1813) he wrote a report and recommended selective education borrowing from Prussian experience. He believed that with this borrowing

rivalry and antipathies would be out of place. As such he said people of stature should not be afraid to borrow from wherever and whatever is appropriate.

Horrace Mann (1796-1859) - From America, he visited Prussia, Scotland, Ireland, France, Germany, Holland and England. His experience in these foreign countries led him to conclude that history provided an explanation for the conditions which he saw. According to him he saw the role of history in comparative education studies as that of illuminating present problems. He argued that many features of Prussian education could be useful in America despite the gap he saw between the political and social ideas of the two countries.

Henry Barnard (1811-1900) - From America, he visited Europe and was impressed with the Prussian education ideas on education like his colleague Horrace Mann. He actually founded the "Connecticut common school journal" where he prepared and published many of his report and details on foreign systems of education, and between 1856-1881, he edited and published a journal entitled "The American journal of Education". He also presented statistical material from various education systems in his publications as well as historical and descriptive data of a comparative nature.

K.D. Ushinsky (1824-1870) - From Russia, he read works of European educational reformers and attempted to introduce many views into the schools with which he was associated. He also visited foreign countries in order to observe educational institutions and so conduct educational studies. He acknowledged national differences in systems of education. As a result he emphasized the non-transferability of national traditions as they affected education. However, he suggested the possible transfer of general schemes across national boundaries.

2.3.3. The Phase of Cultural Context or the Period of Philosophers (1900-1945)

Michael Saddler (1886-1943) - From England, he noted that "in studying foreign systems of education we should not forget that the things outside the school matter even more than the things inside the schools, and in most

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cases they actually govern and interpret the things inside the school". He argued that education and society are closely related and that schools must be studied in the context of the society. He further stated that comparisons cannot be made on statistics only, but that the social, political, economic and other factors should be looked into as well. He pointed out that a national system of education is a living thing. It often lays special emphasis on those parts of training which the national character particularly needs. He argued that the value of studying foreign systems of educationist often results in our being better fitted to study and understands our own system.

Isaac Kandel (1881-1965) - From America, at Teachers' college in Columbia University. He published many journals and wrote numerous books. In 1933, he published a book entitled "**Studies inComparative Education"** which for a long time was a standard textbook in comparative education. In 1954 he revised and published the first work and entitled it "**The New era in Education: A comparative study**". His main concern was on the forces and factors which shaped and account for the existing system education. To him he sought to find out why events occurred, when and as they did occur, and which characteristics occurred in the place they did. He argued that every nation has a character, which is a result of its history and philosophy. This he emphasized it should be studied because the character of the school can only be understood through understanding the country's national character. He also argued that the school cannot be understood outside society. He also observed that broad social movements and political wars across national boundaries affect national systems differently. To him he did not believe in borrowing.

As more scholars and individuals got interested in the development of comparative education some national and international agencies were also formed. For example, the International Bureau of Education (IBE) was established in Geneva in (1925). Some of the main functions of these agencies included; to study education problems of international concern and dissemination of education data world-wide.

2.3.4 The Phase of Social Science Perspectives -1945 to present

Edmond J. King (England) - He was a professor of Education, at the University of London, King's college. He inherited the legacy of Nicholas Hans who was also at the King's College. He wrote several books including "Other schools and ours" (1958) and "Comparative Studies and Educational Decision" (1968). He was the general editor of the Pergamon press "Society and school Progress" series which covered a number of countries by way of area studies. He distinguished between what was appropriate for students who were beginners in the field of comparative education and those who already had some background in comparative education, and those who were engaged in research work.

Besides the contribution of individual, and educations organizations to the development of comparative education during this phase, this phase was and is also marked by very many characteristics which include;

- An explosion of knowledge - the challenge of this is how this knowledge ought to be disseminated. This would imply that teachers have to acquire new roles.
- Drive for knowledge world wide - a common phenomenon where everybody everywhere wants education both in the developed and developing world.
- Drive for liberty through liberation struggles both political and ideological. Education has been at the centre of these struggles. This has also witnessed the emergence of education for the masses, for political, economic, cultural and intellectual liberalization.
- Rapid urbanization and Industrialization which has greatly impacted on education.
- Population explosion - this has led to population related problems. For example, in Kenya over 50% of the population is of school-going age. This means that their education and upkeep has to be catered for by a very small working population.
- Increasing concern for quality education. There has been need to emphasis on education that is relevant to the life and needs of the

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students and the society they are to serve. This has created a lot of interest in education worldwide. Comparative educationists have been called upon by international agencies to help solve these myriad educational challenges.

Today comparative education is taught in many universities at both undergraduate and graduate levels. There are also many publications i.e. books, journals and magazines on comparative education. This has been propagated by the numerous national, regional and international comparative education societies and associations that bring together scholars in comparative education.

Check your Progress- 1

Note : a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. Mention the phases of Comparative Education

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ii. List out the characteristics of comparative education.

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2.4. SCOPE OF COMPARATIVE EDUCATION

There are five perspectives that capture the scope of comparative education. These are;

The subject matter and content; this covers the essential components of educational¬ systems such as structure, aims, content or curriculum, administration, financing, teacher education.

Geographical units of study; these comprises intra-national, international, regional, continental and global or world systems studies and analysis.

Ideological scope; this compares countries' educational systems on the basis of different political, social and economic ideologies. For example, democratic, communism, socialist, capitalist, free market and mixed economies.

Thematic scope; this scope focuses on educational themes, topical issues or problemsand compares them within one or more geographical units. For example free primary and secondary education, universal primary education, education for all and universal higher education.

The historical or spatial scope; this deals with the study of the historical development of¬ the discipline from the earliest (pre-historic) phase known as the period of Travelers' Tales to the modern phase known as the period of social science perspectives.

2.5. MAJOR CONCEPTS OF COMPARATIVE EDUCATION

International education programme would incorporate the pragmatics of globalization in its pedagogy both to promote international mindedness and to cater for the needs of the contemporary globalizing world. This means that such programmes would involve imparting knowledge and skills in such areas of instruction as numeracy, basic science, communication and information technology, language, music and arts, media studies, social sciences and humanities, ethics and religion and so on that are trans-disciplinary and highly transferable across international institutions. Since such educational experience embodies a process of both inculcating international attitudes and core values conducive to internationalism and trans-disciplinary skills requisite for the global job market, it can translate itself into an internationally recognized educational qualification through international standards and benchmarking. It could thereby facilitate mobility of students across countries, in terms of higher education, careers and jobs.

To help students understand cultural differences and become international-minded, any international education programme should include five components.

They are:

a) Exposure to others of different cultures within the school: In an international school with a multicultural student population, this would mean providing opportunities for students to discover cultural differences and similarities between their cultures and those of the other students. As a whole school process, such cultural discovery could be extended to include cultures of staff working in the school.

b) Teachers as exemplars of international-mindedness: Teachers must role-model international-minded behaviour for students through formal and informal curriculum. This might include voicing his/her

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viewpoints and thinking aloud on cultural aspects related to different cultures in a way that shows students how appreciative the teacher is of different cultures. Teachers must also plan and implement activities that provide opportunities for students to improve intercultural awareness and communication.

c) Exposure to others of different cultures outside the school: This would involve assigning students' project work and (guided) inquiry tasks into cultures outside the school and students reporting back and reflecting on their experience.

d) A balanced formal curriculum: This primarily means planning and implementing schemes and programmes within the formal learning framework/mandate of the school that target the development of the whole person.

e) An executive structure that is value-consistent with international philosophy: In short, this means the organization as a whole must believe in and be committed to promoting international-mindedness.

2.6. IMPORTANT METHODS OF COMPARATIVE EDUCATION

In the various methods of the study of comparative education the following are noteworthy Quantitative, Descriptive, Sociological, Historical, Analytical and Synthetic.

2.6.1. The Quantitative of Statistical Method

The study of comparative education we analyze the similarities and factors inherent in the education systems of various countries. Hence, it is necessary to use the statistical method for finding out the progress or decline of education in a country.

In this method various type of educational data are collected about a country. For example, the data about the number of students at a certain stage of education, expenditure on them, the percentages of passes and failures at various stages of education, expenses on teachers' salaries, school buildings and other items are collected, and the same are compared with the identical data of another country. Thus the progress or decline of education in any country is statistically analyzed.

2.6.2. The Descriptive Method

This method was used in the nineteenth century because the main purpose of comparative education then was to incorporate the good points of another country. For this, a detailed description of educational affairs of another country was necessary. So many educationists presented detailed descriptive accounts of educational systems of other lands. John Griscom of U.S.A. is worthy of mention in this connection. In 1918-19 he visited Great Britain, France, Holland, Switzerland and Italy and wrote a book entitled "A Year in Europe" describing their educational systems.Therefore, his Report could be evaluated by only those persons who had a good knowledge of educational systems of other countries. Thus, in the nineteenth century only those people were able to understand comparative education that had a good knowledge of educational system of their own country.

The above account indicates that the descriptive method of comparative education was advocated by those educationists who wanted to promote and popularize the study of comparative education.

2.6.3. The Sociological Method

In the sociological method the educational problems are studied in a social context. This is done with the belief that the educational system of a country is conditioned by its social, cultural, economic, political and religious situations. Hence the educational problems of a country have their origin in some social problems and they do not exist by themselves as there is a close relationship between education and society. The sociological method of the study of comparative education does not emphasize only the past causative factors, but also those social and cultural aspects which may be responsible for the problem. It may be mentioned that the educational system of a country becomes useless when it does not run parallel to the social situation of the country and the aspirations of the people.

2.6.4. The Historical Method

In the historical method we study the modern educational problems. This method reveals the basis on which the modern educational system is based. Needless to say that this knowledge may help us in eliminating undesirable

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elements in the system and further strengthening the desirable ones.It will be wrong to think that we employ the historical method only to know the past in order that we may understand the present better. In fact, our purpose is also to improve the future by hinting at those factors which may be more useful.

Another difficulty with the historical method is that historians generally are not impartial in their accounts. They want to conceal undesirable elements about the history of their own country and look on facts relating to other countries with prejudice.Thus, the truth is not known. Consequently, by the historical method we cannot reach the right conclusions. The third difficulty of the historical method is that the past is unduly emphasized. Consequently, the study of comparative education becomes unbalanced

2.6.5. The Analytical Method

In the foregoing pages we have remarked several times that the educational system of a country has a close relationship with its social, political and economic conditions. It is because of this relationship that a comparative study has become necessary. In any comparative study we have to use analysis.Because through analysis we can separate the various elements and understand the importance of each independently. Analytical method can be useful only when the social and educational organizations are compared. For this comparison the following four factors are necessary.

1. To Collect Educational Data:

To collect all the educational information through descriptive and statistical methods is necessary for analytical method.

2. Interpretation of Social, Political, Economic and Historical Data:

This is necessary in order to understand similarities and differences found in the educational systems of various countries.

3. Determination of Standard for Comparison:

After finding out the similarities and differences of the various educational systems, we have to compare the same according to certain standards. It is the business of the analytical method to formulate these standards. Political

philosophy, aims of education and the method of control of education may be cited as some standards for comparison.

In the context of these standards, we shall understand the similarities and differences of educational systems of various countries. For example, we can say that since there is a difference between the political philosophies of India and China, therefore, we find differences in their educational systems.

4. Interpretation and Conclusion:

On the basis of the above three aspects we interpret the collected data and reach certain conclusions on the basis of comparison.

The analytical method is prone to close our eyes to this inherent similarity. Therefore, in the study of comparative education the necessity of synthetically method has been conceived. We shall study this method below.

2.6.6. The Method of Synthesis

We have already noted that in the study of comparative education, international point of view is now considered important. The method of synthesis emphasizes this point of view. In this method the problems of education are studied on an international plane. Edmund King in his book "World Perspective in Education" has advocated this method.

When we study the problems of education of various countries, we find some universal truths in their inherent differences, because there is much similarity in the needs and aspirations of the people of the world. The United Nations Organization has contributed much towards the consciousness of this similarity. The method of synthesis is still in its infancy and needs further development.

2.7. CONCEPTUALIZING DEMOCRACY

Democracy varies in different places and historical periods. The current position is that democracy like human right should go beyond voting, it should encompass the right to make economic decisions in government chosen by the citizens. However, many associate democracy at first thought with one true United States president, Abraham Lincoln (1861-1865) when during the Gettysburg address, which was made to mourn those who have

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fallen during the great battle of Gettysburg, gave a speech which was been considered as one of the most eloquent statement of the democratic fight ever made. He coined “democracy as the government of the people, by the people and for the people”

2.8. CONCEPTUALIZING “NATIONALISM”

Nationalism is an ideology that creates and sustains a nation as a concept of a common identity for groups of humans (joireman, 2003). Nationalism is intensified by politics of exclusion and occurs when an ethnic group is politically mobilized. Therefore, nationalism is politicized ethnicity and manifests whenever a group of people particularly targeted for ill treatment or oppression especially in a heterogeneous political system (joireman 2003).

Nationalism is a belief, creed or political ideology that involves an individual identifying with, or becoming attached to one’s nation. Nationalism involves national identity, by contrast with the related construct of patriotism, which involves the social conditioning and personal behaviours that support a state’s decisions and actions. This is based on two perspectives; the primordialist and modernist perspective. The former describes nationalism as a reflection of the ancient and perceived evolutionary tendency of humans to organize into groupings based on affinity of birth. While the modernist perspective describes it as a recent phenomenon that requires the structural conditions of modern society order to exist.

2.8.1 Nationalism and Democracy

It would appear, at first sight that the correlation between these two processes is sometimes of a causal nature. That is to say that in some cases, nationalism is the manifestation of democratic pluralism taken to its extreme in the negative sense, by leading to intolerance and exclusivity. Conversely, in other cases, nationalism is the expression of social opposition to the lack of, or insufficient forms of, democracy. Looking at the recent experience of the former socialist countries, however, one is tempted to speculate that it is more the rapid and radical transition from totalitarian to democratic rule, rather than the switch to democracy itself,

which has unleashed the forces of nationalism. One may then conclude that nationalism can spawn or stifle democracy, depending on whether it takes a fundamentally progressive or reactionary form.

A nuanced comparison can also be made about the relationship between the two processes in Western Europe, where an advanced state of democracy has also provided the context within which extremist nationalist forces have been able to express themselves. The manifestation of ultra-right-wing sentiments in Western Europe could, in turn, have the effect of undermining democratic principles in the long run by forcing mainstream parties to pander more to populist policies.

Check your Progress- 2

Note : a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

iii. what is the scope of comparative Education

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iv. Explain the sociological method of comparative education.

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2.9. LETUS SUM UP

It can be concluded that any international education programme, to fulfil the aspirations of international education, must have a balanced focus on both the ideology of internationalism and international-mindedness and pragmatics of globalization. In this regard, international education can be defined as “education geared towards developing global citizenship by promoting internationalism and international-mindedness, and facilitating mobility of human resources in an increasingly global world by enhancing the competence and confidence of students”.

2.10. ANSWERS TO CHECK YOUR PROGRESS

1. These phases are

- The phase of Travelers Tales i.e. Pre-history to end of 18th century.
- Period of Pioneers or Phase of Selective Education Borrowing i.e. during the 19th century.
- The phase of concern for Cultural Context or Period of Philosophers i.e. from 1900 to end of World War II.

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- The phase of Social Science perspective i.e. from1945 to the present.

2. Characteristics of Comparative Education

- Explosion of knowledge
- Drive for knowledge world wide
- Drive for liberty
- Impact of Urbanization and Industrialization
- Population Explosion
- Quality Education
- Interdisciplinary field of study

3. Scope of Comparative Education

- The subject matter and Content
- Geographical Units of study
- Ideological Scope
- Thematic scope
- The historical or Spatial scope

4. The Sociological method of Comparative Education

In the sociological method the educational problems are studied in a social context. This is done with the belief that the educational system of a country is conditioned by its social, cultural, economic, political and religious situations. Hence the educational problems of a country have their origin in some social problems and they do not exist by themselves as there is a close relationship between education and society. The sociological method of the study of comparative education does not emphasize only the past causative factors, but also those social and cultural aspects which may be responsible for the problem. It may be mentioned that the educational system of a country becomes useless when it does not run parallel to the social situation of the country and the aspirations of the people.

2.11. UNIT – END EXERCISES

1) Describe the background conditions that led to the development of each phase.
2) Describe the motivation and contributions of individuals in each of the four phases.

3) Analyze the relevance of each of the four phases to the theory and practice of education today.
4) Discuss the major concepts involved in comparative education.
5) Describe the methods used to learn comparative education.

2.12. SUGGESTED READINGS

1. Falk, Richard. 1994. "Problems and Prospects for the Kurdish Struggle for Self-determination after the End of the Gulf War." Michigan Journal of International Law, 15(2):600.
2. Havel, Vaclev. 1993. "The Post-Communist Nightmare." The New York Review of Books (May), p. 27.
3. Hobsbawm, Eric. 1991. "The Perils of the New Nationalism." The Nation (4 November), p. 555.
4. Lawson, Stephanie. 1992. "The Politics of Authenticity: Ethnonationalist Conflict and the State." Paper presented for the 14th General Conference of IPRA, Kyoto, Japan, 27-31 July.

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UNIT III-STRUCTURE OF THE SYSTEM

Structure

3.1.Introduction

3.2.Objectives

3.3.Structure of the Education System in U.K

- 3.3.1 School Education System
- 3.3.2 Technical or further Education in England
- 3.3.3 Teacher Education in England
- 3.3.4 Adult Education in England
- 3.3.5 University Education in England
- 3.3.6 Administration of Education in England
- 3.3.7 Financing of Education

3.4.Education System in USA

- 3.4.1 Primary School Education
- 3.4.2. Secondary Education
- 3.4.3 Tertiary Education (Higher Education)

3.5 Structure of the Chinese Education System

- 3.5.1 Basic Education
- 3.5.2 Higher Education
- 3.5.3 Adult Education
- 3.5.4 Term Times And School Hours

3.6.Education In India

- 3.6.1 Primary Education
- 3.6.2 Secondary Education
- 3.6.3 Vocational Education
- 3.6.4 Tertiary Education

3.7. Let us Sum up

3.8. Check Your Progress

3.9. Unit – End Exercises

3.10. Suggested Readings

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3.1 INTRODUCTION

21st-century learning has gone global. Today's youth will be competing tomorrow with students all over the world as it continues to shrink. What schools produce today will affect the country's economy tomorrow. So it is not just important but also a necessity that we give importance to education reforms in our country. Our curriculum standards need to stand up to other emerging countries on a global platform. The Education systems around the world that forces us to think about how we impart education to our students. The education systems of few countries are described in this unit. Let's take a deep dive into the education systems of these countries and understand what is working in their favour.

3.2OBJECTIVES

- Analyze the educational systems of different countries
- To assess the educational system of U. K
- To comprehend the levels of education in U.S.A
- To describe the structure of education in china
- To analyze the educational system in India

3.3. STRUCTURE OF THE EDUCATION SYSTEM IN U.K

Education in Britain is compulsory between the ages of 5 and 16. Over 90 % of all schoolchildren attend state schools, which are free. Besides this state system of education there are also private schools, when parents pay fees. The most important of the private schools are known as Public Schools, which are secondary schools for boys from the age of 13 to 18 years, and Preparatory Schools, which are private primary schools preparing pupils for Public Schools.

3.3.1. School Education System

The school education system is divided into 3 stages:

- **Nursery**
- **primary**
- **Secondary**

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Nursery Schools

Nursery begins at 3 years old. There are not enough state nursery schools (or kindergartens) in Britain and people have campaigned for a long time to get more opened. There are private nurseries but these are expensive and a lot of families cannot afford them. Children start at 9 a.m. and finish at 3 p.m., they have their lunch at school and usually a rest in the afternoon. They play, paint, dance and sing and do the same things that all little children do.

Primary Schools

At 5, by law, children start proper school. **Infant** school is from 5-7 years and **junior** school from 7-11 years. The day begins at 9 a.m. and usually finishes at 3.30 p.m.The infant school has its own building and playground and is next to the junior school, with its own building and playground. There are usually about 35 children in a class and, in the infant school, as well as a teacher, there is a teacher's assistant. Also mothers (and occasionally fathers) often go into the Infant School to help with painting, reading and practical lessons. Children have the same teacher for one year and she teaches nearly all of the lessons in the class. Perhaps another teacher has them once a week for music or P.E. Classrooms are bright and cheerful with children's work displayed on the walls and books, games and a computer in each classroom. The children usually sit in groups at tables and have drawers to keep their work in. Children have to take tests at 7, 11 and 14. They learn English, maths, science and technology, history, geography and religious knowledge. A lot of learning is done through project or topic work, with an emphasis on children finding things out for themselves. They also learn about environment and, of course, do art, music and P.E.

Secondary Schools

Children transfer from the primary school at 11.Secondary education takes from 5 to 7 years.8% of British children goes to Private Schools (called Public Schools). Another 4% don´t go to school at all. By law parents have

the right to educate their children at home, if they can show they can do it properly. The rest go to the Comprehensive School. There are no vocational schools, or special art or music or technical schools in Britain. Children study the National Curriculum that is: English, Maths, Science, History, Geography, Art, Music, Technology, Religious Education, Physical Education (P.E.) and a foreign language (usually French or German). At the age of 16 pupils take the main state examinations, the General Certificate of Secondary Education (G.C.S.E.), "O" level (Ordinary).

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British schools do a lot of sport, pupils have one afternoon a week of P.E. and all schools have football, netball, hockey and cricket teams. There are also school choirs, drama clubs (most schools put on at least one play a year), chess clubs, art clubs and other activities. These are all called extra-curricular because they are not part of the National Curriculum.Most British secondary schools have about 750 students and 40 teachers. Among the universities Oxford and Cambridge are the oldest and the most famous. Oxford was founded in the 12th and Cambridge in the 13th century.

3.3.2. Technical or Further Education in England

These are the institutions provided for young person's for the purpose of assisting them to develop their various aptitudes and also to train them to become responsible adults in life. Such schools among others include physical, practical as well as vocational training. An increased interest in the development of British Industry after the World War II for the training of skilled manpower in the area of technology greatly contributed to the development of further or technical education in England. At the end of the course, the students could be presented for the examination of the city and guilds of London Institute or any other related professional examinations.

For children under the age of sixteen years, tuition is free while those who are above the age of 16 years and are working have to pay fees. Technical colleges or further education are run on both part time and full time basis.

3.3.3. Teacher Education in England

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Teacher education is the professional training designed for teachers of all categories starting from the nursery school to the university. Perhaps, the first teachers' College for the training of secondary school teachers was the college of preceptors which was founded in the year 1846.

With effect from 1904, the local education authorities were allowed to establish their Teachers Colleges. As from 1921, the British Universities include Teacher education programme in their curricula. For the degree in education, students would spend three years and the fourth year would be for their teaching practice after which a university diploma or certificate in education would be awarded.

In 1943, the Board of education recommended that more Teachers' colleges should be founded so as to be able to solve the problem of inadequate qualified teachers. The Me Nair report of 1944 among others, recommended that universities as well as Teacher Training Colleges should work hand in hand for the general improvement of teacher education. However, before the education Act of 1944, the primary school teachers were of four categories:

a) Certificated
b) Un certificated
c) Supplementary and
d) Specialist teachers.

In case of secondary schools, the teachers are expected to specialize in a particular subject. While the teachers for the old elementary schools were trained in the two-year colleges after their secondary education, the secondary school teachers were trained in a one-year teachers' diploma course at the university departments after graduating either from the faculty of Arts or Science. On the other hand, the teachers of independent public schools were degree holders.

3.3.4. Adult Education in England

Adult education in England can be described as education designed for people who have left school, adequate facilities for leisure time occupation

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in organized cultural training and recreate activities for persons who are above compulsory school age and can benefit from such educational programmes.

The beginning of Adult education in both England and Wales could be traced to the activities of British Philanthropists who initiated the idea by first of all establishing Sunday schools for the Literacy Education of both the children as well as the adults. Many children and adults profited from this kind of education. The success recorded from this kind of education led to the establishment of London Mechanics Institution for the training of Mechanics in 1823. Within a very short time, similar institutions were cited in both England and Wales.

The formation of the workers' educational Association which was affiliated to the Oxford University also contributed to the development of Adult Education in England. The association used to organize tutorial classes for its members in England. With effect from 1907, the Board of Education in England started to assist the university tutorial classes for general enhancement of Adult education. Also, for the promotion of Adult education, an Adult education Committee was set up in 1921. Primarily, the committee was to assist in the co-ordination of all the Adult education Voluntary 60 Agencies.

To crown it all, an Open University was founded between 1960 and 1970 to provide better education for both the Adults as well as the workers. With the Open University education, workers in particular, were able to improve their working condition even though such Open University education was not tuition free.

3.3.5. University Education in England

Higher institutions in both England and Wales include: the Universities, colleges of education as well as the polytechnics. The most popular universities are the Oxford University founded in 1185 and Cambridge University in 1230. The two oldest universities were founded by the Church of England.

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In order to break the monopoly of both the Oxford University and the University of Cambridge, London University was established in 1828. School fees are being charged by the universities with which the universities are being financed in addition to financial aid from the public. Each university is autonomous in respect of admission, examination and award of degrees among others.

3.3.6. Administration of Education in England

The Education Minister is always appointed by the prime Minister. The Minister has Permanent Secretaries to help him in carrying out his official duties. The Minister is the controller as well as the Director of Education Board. He has the power to organize the schools at any time. The Local Education Authorities are elected bodies for the purpose of controlling schools under them. They also have voluntary schools under them. They employed teachers and pay their salaries as well.

Each school has the power to select the textbooks for the use of its pupils. However, unlike primary and secondary schools, higher institutions are not under control of the Ministry of Education.

3.3.7. Financing of Education

Money is always voted for the Ministry of Education from the national revenue by the parliament. The Minister of Education will also disburse part of the money inform of grants to local Education 61 Authorities.

3.4. EDUCATION SYSTEM IN USA

Compulsory education in all 50 states begins at the age of six. The schools in the USA are either public or private. (Public Schools in America never mean private schools as they do in Britain) The majority of all schools are public schools, i.e. schools financed by the state or local government. These schools are free. Private school students pay for their tuition, books and uniforms. There are **three levels** in the public school system:

- **Nursery Schools** or kindergartens. It´s the pre-school education.
- **Primary Schools** between the ages of 6 and 12. 6 grades (School classes are called grades)

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- **Secondary Schools** called **High Schools** between the ages of 12 and18.

3.4.1. Primary School Education

School attendance is compulsory from the age of 6 or 7 till 15 (9 years). Schools are mainly state schools but there are also some private and church schools. Attendance at state schools is free of charge, private schools charge fees.

Pre-school education begins at the age of 6 months when children may attend crèches until the age of 3, but usually the mothers stay with them at home. From the age of 3 till the age of 6 children attend kindergartens.

Primary education (6-15) is provided in basic schools which consist of two stages: elementary (1^{st} stage, 5 years) and higher (2^{nd} stage, 4 years). Special educational treatment is provided in special schools for children who require it on account of certain physical or mental handicaps or for children who are simply below the level of intelligence required to cope with normal schools. Some pupils transfer from the primary school at the age of 11 or 13 and continue at grammar schools.

3.4.2. Secondary education

Secondary education lasts usually 4 years, from the age of 15 till the age of 19. There are 3 main types of secondary schools.

Types of secondary schools

Grammar schools

Grammar schools, which prepare students for university level studies. There is a variety of grammar schools: some last 8 years, some 6 (for children who leave primary school after 5 or 7 years and continue at a grammar school) and some 4 years.

Secondary special schools

Secondary special schools, which train students for various branches of industry, agriculture, economy, medicine, culture etc. The largest group is formed by technical schools which give training in civil engineering, chemistry, transport, mining etc.

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Apprentice / vocational schools

Apprentice / vocational schools, which prepare young people for practical professions. The training lasts usually 3 or 4 years and combine practical work with technical and general education.

3.4.3 Tertiary education(Higher Education)

Tertiary education starts at the age of 18 or 19 and lasts usually from 4 to 6 years. Students may attend various universities or colleges.

Types of universities or colleges

- General universities **(**philosophy, theology, pedagogy, law, medicine, sciences etc...)
- Veterinary and pharmaceutical universities.
- Technical universities (Engineering, chemical technology, etc.)
- Agricultural universities.
- Art Academies.
- Military and Police Academies.

Students end their secondary education after passing their graduation exam. They have to pass an obligatory exam in Czech and then 3 other exams, some obligatory and some optional. Then they usually sit for an entry exam at some university or college. Students are evaluated by marks from 1 to 5. Each term a student gets his/her report. Lessons in Czech schools start at 8 o´clock or earlier. School uniforms are not worn in the Czech Republic. Classes have usually from 20 to 30 pupils. There are no lessons on Saturdays.

The oldest and most famous university is the **Charles University**, founded by Charles IV in 1348. It is the oldest university in Central Europe.

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Check your Progress- 1

Note : a. Write your answer in the space given below
b. Compare your answer with those given at the end of the unit.

i. Mention the stages of School Education in UK……………………………………………………………wha t are the types of secondary schools in USA. …………………………………………………………………Lis t out the types of universities or colleges in USA.…………………………………………………………

3.5. STRUCTURE OF THE CHINESE EDUCATION SYSTEM

In China, the education is divided into three categories: basic education, higher education, and adult education. By law, each child must have nine years of compulsory education from primary school (six years) to junior secondary education (three years).

3.5.1. Basic Education

Basic education in China includes pre-school education (usually three years), primary education (six years, usually starting at the age of six) and secondary education (six years).

Secondary education has two routes: academic secondary education and specialized/vocational/technical secondary education. Academic secondary education consists of junior (three years) and senior middle schools (three years). Junior middle school graduates wishing to continue their education take a locally administered entrance exam, on the basis of which they will have the option of i) continuing in an academic senior middle school; or ii) entering a vocational middle school (or leave school at this point) to receive two to four years of training. Senior middle school graduates wishing to go to universities must take National Higher Education Entrance Exam (Gao Kao). According to the Chinese Ministry of Education, in June 2015, 9.42 million students took the exam.

3.5.2 Higher Education

Higher education is further divided into two categories: 1) universities that offer four-year or five-year undergraduate degrees to award academic degree qualifications; and 2) colleges that offer three-year diploma or

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certificate courses on both academic and vocational subjects. Postgraduate and doctoral programmes are only offered at universities.

3.5.3 Adult Education

The adult education ranges from primary education to higher education. For example, adult primary education includes Workers' Primary Schools, Peasants' Primary Schools in an effort to raise literacy level in remote areas; adult secondary education includes specialized secondary schools for adults; and adult higher education includes traditional radio/TV universities (now online), most of which offer certificates/diplomas but a few offer regular undergraduate degrees.

3.5.4 Term times and school hours

The academic year is divided into two terms for all the educational institutions: February to mid-July (six weeks summer vocation) and September to mid/late-January (four weeks winter vocation). There are no half-terms.

Most schools start from early morning (about 7:30am) to early evening (about 6pm) with 2 hours lunch break. Many schools have evening self-study classes running from 7pm-9pm so students can finish their homework and prepare for endless tests. If schools do not run self-study evening classes, students still have to do their homework at home, usually up to 10pm. On average, a primary school pupils spend about seven to eight hours at school whilst a secondary school student spends about twelve to fourteen hours at school if including lunch time and evening classes. Due to fierce competitiveness to get into good universities, the pressure to do well for Gao Kao is intense. Many schools hold extra morning classes in science and math for three to four hours on Saturdays. If schools do not have Saturday morning classes, most parents would send their children to expensive cramming school at weekends or organize one-to-one private tuition for their children over the weekend.

3.6. EDUCATION IN INDIA

3.6.1. Primary Education

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Primary and Middle (lower primary (Standards I to V) and upper primary (Standards VI to VIII) education is compulsory and free in India. Primary education begins at age 6 with Middle/Upper Primary school education ending at age 14. Schooling is offered at state-run and private schools, however, private schools often have poorer facilities and infrastructure than government schools. The regional language is the medium of instruction for most primary schools and English as a second language generally begins by grade 3.

3.6.2. Secondary Education

Secondary education begins in grade 9 and lasts until grade 12. The secondary stage is broken into two, two year cycles, generally referred to as General/Lower Secondary School, or 'Standard X', and Upper/Senior Secondary School, or 'Standard XII'. Education continues to be free at government schools, although private education is more common at the secondary level. Public examinations are held at the end of both cycles and grant access to grade 11 and university level study respectively. General curriculum for lower secondary school in India consists of three languages (including the regional language, an elective, and English language), Mathematics, Science and Technology, Social Sciences, Work/Pre-Vocational Education, Art, and Physical Education. Secondary schools are affiliated with Central or State boards which administer the Secondary School Certificate at the end of grade 10.

Based upon performance in the first two years of secondary school, and upon the SSC results, students may enter Senior/Upper Secondary School. Upper Secondary School offers the students a chance to select a 'stream' or concentration of study, offering science, commerce, and arts/humanities. Education is administered both in schools or two-year junior colleges which are often affiliated with degree granting universities or colleges. Curriculum for the Higher Secondary Certificate Examination

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is determined by the boards of secondary education of which there are 31. Although the HSCE is the most common Standard XII examination, the All India Senior School Certificate (CBSE), Indian School Certificate, Certificate of Vocational Education (CISCE), Senior Secondary Certification (NIOS), Intermediate Certificate and the Pre-University Certificate are also offered.

3.6.3. Vocational Education

Young people who do not wish to go on to tertiary education, or who fail to complete secondary school often enroll at privately-owned vocational schools that specialize in just one or only a few courses. Unlike in the United States, vocational and technical education is not highly specialized and is rather a broad overview of knowledge applicable to employment. The curriculum offered is composed up of a language course, foundation courses, and electives, of which half of electives are practical in nature. Examinations at the end of vocational education are conducted by the All India and State Boards of Vocational Education.

3.6.4. Tertiary Education

India's higher education system is highly centralized and undergoing large changes since its inception in 1947. Largely based upon the British system of education, educational policy is ever-developing.

University education is overseen by the University Grants Commission (UGC), which is responsible for the development of higher education, allocating funds, and recognition of institutions in India. The National Accreditation and Assessment Council (NAAC) were established by the UGC to assess universities and college based upon an alphabetical ranking system ranging from A++ to C. The assessment and Accreditation is broadly used for understanding the Quality Status of an institution and indicates that the particular institution meets the standards of quality as set by the NAAC. Participation in the accreditation process of NAAC is voluntary.

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The All-India Council of Technical Education (AICTE) was also established to oversee quality control of technical education and regulate establishment of new private professional colleges. All recognized universities are members of the Association of Indian Universities (AIU), which is integral to the dissemination of information and serves as an advisor to the government, UGC, and the institutions themselves.

There are various types of tertiary institutions in India, namely Universities (Central, State, Open), Universities of National Importance, and Deemed universities. Instruction of the majority of students, almost 80%, is completed at affiliated colleges with the curriculum, examinations, and final degree being designed and granted by the university. Constituent and Autonomous colleges also exist; though less common although they do enjoy greater autonomy in regards to curriculum development and assessment.

Admission to undergraduate courses generally requires completion of the Standard XII years of schooling and admittance to university depends almost exclusively upon performance on the examination. Bachelor's degrees in the fields of arts, science, social studies, and commerce are almost exclusively three year programs. Diploma programs exist and range from 2 – 3 years in length and are provided at polytechnics, usually in a specialized engineering or technological field, and culminating in an Advanced or Post Diploma. Professional Bachelor's degrees, in the fields of Medicine, Architecture, Law, etc., vary from 4 – 5.5 years depending upon the discipline.

Admission to graduate (Master, Post Graduate Diplomas, MBA, etc.) programs is dependent upon completion of a bachelor's degree (3 or 4 years, depending upon the subject) with a Second Class pass or higher. Non-university education in Management is popular in India, with many institutions offering Post Graduate Diplomas in Management, lasting 2 years and generally equivalent to an MBA. Doctoral level degrees require a

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minimum of two or three years and consist of research and a thesis or dissertation.

Beginning in 2015, the Choice Based Credit System (CBCS) was introduced by the UGC in attempts to encourage a more interdisciplinary approach to education and offer more flexibility and choice to students. The reform also introduced a standardized assessment and grading plan based upon a 10 point scale. Since its inception, the system has faced scrutiny by students and administrators, noting that although the system promises choice and flexibility, the infrastructure of the educational system now may be too weak yet to support the overhaul.

Check your Progress- 2
Note : a. Write your answer in the space given below
b. Compare your answer with those given at the end of the unit.
iv. Write about Adult Education in Chinese Educational System.
…………………………………………………………………………………
…………………………………………………………………………
v. Write short notes about the Vocational Education in India.
…………………………………………………………………………………
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3.7. LET US SUM UP

In this unit, we found out which countries have the best education systems. We analyse the education system of different countries based on various factors. We also assess their higher education system. Thus we can compare our education system with other countries and provide quality education to our students.

3.8.CHECK YOUR PROGRESS

1.The school education system in UK is divided into 3 stages:

- Nursery
- primary
- Secondary

2. Types of secondary schools in USA
- Grammar schools
- Secondary special schools
- Apprentice / vocational schools

3.Types of universities or colleges in USA

- General universities (philosophy, theology, pedagogy, law, medicine, sciences etc...)
- Veterinary and pharmaceutical universities.
- Technical universities (Engineering, chemical technology, etc.)
- Agricultural universities.
- Art Academies.
- Military and Police Academies.

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4. Adult Education System in China

The adult education ranges from primary education to higher education. For example, adult primary education includes Workers' Primary Schools, Peasants' Primary Schools in an effort to raise literacy level in remote areas; adult secondary education includes specialized secondary schools for adults; and adult higher education includes traditional radio/TV universities (now online), most of which offer certificates/diplomas but a few offer regular undergraduate degrees.

5. Vocational Education System in India

Young people who do not wish to go on to tertiary education, or who fail to complete secondary school often enroll at privately-owned vocational schools that specialize in just one or only a few courses. Unlike in the United States, vocational and technical education is not highly specialized and is rather a broad overview of knowledge applicable to employment. The curriculum offered is composed up of a language course, foundation courses, and electives, of which half of electives are practical in nature. Examinations at the end of vocational education are conducted by the All India and State Boards of Vocational Education.

3.9. UNIT END EXERCISES

1. Describe the structure and distinctive features of the educational system of U. K
2. Discuss the levels of education in U.S.A
3. Describe the structure of education in china
4. Analyze the educational system in India

3.10. SUGGESTED READINGS

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UNIT- IV GLOBALIZATION

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STRUCTURE

4.1 Introduction
4.2 Objectives
4.3 Globalization
4.4 Global Consciousness
4.5 To be Globally Conscious Student
    4.5.1 The Global Ethics Curriculum
4.6 Global Consciousness: Expanding Our Sense
4.7 Teaching Globalization: Opportunities and Challenges
4.8 Education for Environmental Protection
    4.8.1 Environmental Education
    4.8.2 Education encourages individuals to protect the environment.
    4.8.3 Education encourages people to use energy and water more efficiently and recycle household waste.
    4.8.4 Environmental Protection
4.9 Role of UN in Environmental Protection
4.10 Role of SAARC in Environmental Protection
    4.10.1 SAARC Environmental Challenges and Opportunities
    4.10.2 Shared Environmental Problems
    4.10.3 Land Degradation
    4.10.4 Water Scarcity and Degradation
    4.10.5 Deforestation and Biodiversity Loss
    4.10.6 Deficient Urban Infrastructure
    4.10.7 Natural Disasters
4.11 Environmental Education Programmes of UNESCO
4.12. Let Us Sum Up
4.13 Unit – End Exercises
4.14 Check Your Progress

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4.1 INTRODUCTION

The impact of globalization on culture and educational system is a major concern. Some people saw it as a treat for traditional institutions such as the family and the school, another argument saw benefits in overturning traditional and developing modern attitudes. These will analysis the positive and negative impacts of globalization on education for developing countries. Effective education systems are the foundation of opportunities to lead a decent life. Ensuring that all children have adequate access to education is essential public sector function for countries at all income level.

4.2 OBJECTIVES

- To enumerate the ways of developing global consciousness
- To discuss the protection of environment through education
- To analyze the role of UN and SAARC in environmental protection.
- To review the educational programmes of UNESCO

4.3 GLOBALIZATION

Globalization is the word used to describe the growing interdependence of the world's economies, cultures, and populations, brought about by cross-border trade in goods and services, technology, and flows of investment, people, and information. In recent years, the changes resulting from globalization processes have brought with them varied and contradictory dynamics which have robbed people of many certainties and therefore challenged the very foundations of their identities.

4.4 GLOBAL CONSCIOUSNESS

Global consciousness is the capacity and disposition to understand and act upon issues of global significance. It is the ability and willingness to understand oneself and others within the broader matrix of our contemporary world. In this definition, **global** is referring to local–global interactions and connections. These dynamics are not limited to a uniform view of the whole world. Instead, they emphasize local–global developments and the global contexts in which they take place.

The concept of **global consciousness** encompasses:

Global sensitivity - sensitive to local phenomena and experiences as manifestations of broader developments on the planet.

Global understanding - the capacity to think and act in flexible and informed ways about issues of global and local significance.

Global self - a perception of self as a global actor and member of a local community, a city, a nation and humanity, capable of making a positive contribution to the world.

4.5 TO BE GLOBALLY CONSCIOUS STUDENT

To be globally conscious, you must:

- have information about the world, and
- exhibit a distinctive way of *being* in the world—
  - be attentive to the ways in which global phenomena are manifested in local realities, as well as your own and others' realities
  - be reflective about their own roles as participants in local, national and global contexts.

You exhibit global consciousness when you:

- are attentive to issues of global significance around you
- understand such issues in depth
- Can place you as a thinker and actor in today's complex and interdependent world.

4.5.1 The Global Ethics Curriculum

Global Ethics provided an integrated humanities capstone experience that replaced the traditional stand-alone humanities courses taught in many schools. Because the course incorporated multiple disciplines, it helped students understand the complex nature of tackling global problems and gain the knowledge necessary to begin taking action. For example, students cannot understand habitat destruction without an understanding of the Industrial Revolution and the rise of corporations and the global economy. They cannot understand overpopulation without appreciating the

importance of the Agricultural Revolution and religious and cultural differences among world cultures.

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4.6. GLOBAL CONSCIOUSNESS: EXPANDING OUR SENSE

We define global consciousness as the capacity and the inclination to place our self and the people, objects, and situations with which we come into contact within the broader matrix of our contemporary world. An individual exhibits global consciousness when she is attuned to daily encounters with world cultures, landscapes, and products (e.g., through the Internet and other media and through migration); places such encounters in a broader narrative or explanatory framework of contemporary global processes (e.g., the traffic of people, capital, and ideas; shifting economic, demographic, and cultural interdependence); and perceives herself as an actor in such a global context (e.g., acting locally on global issues, using channels of transnational participation, resisting geopolitical change). In our formulation, global consciousness places the self along an axis of contemporary space in ways comparable to the way historical consciousness places it along an axis of time. Three cognitive-affective capacities lie at the heart of global consciousness as here defined: global sensitivity, or our awareness of local experience as a manifestation of broader developments in the planet; global understanding, or our capacity to think in flexible and informed ways about contemporary worldwide developments; and global self, or a perception of ourselves as global actors, a sense of planetary belonging and membership in humanity that guides our actions and prompts our civic commitments. Global

4.7. TEACHING GLOBALIZATION: OPPORTUNITIES AND CHALLENGES

Teaching globalization places students at the centre of contemporary debates - the immediacy of which they begin to recognize in the products they purchase and the newsstands they walk past. Globalization is in the air, and by treating it explicitly as a phenomenon for exploration, students learn

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to recognize the symptoms of a changing planet. They reflect on their experiences outside of school with the aid of conceptual tools and perspectives that challenge or expand their initial commonsense intuitions. Teachers in our group recognized the opportunity to enhance the contemporary relevance of their curricula. Although exciting, designing quality instruction about globalization presented abundant pedagogical conundrums.

Check your Progress- 1

Note : a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. what is Globalization?.

……………………………………………………………………………………
…………………………………………………………………………

ii. What is Global Consciousness?

……………………………………………………………………………………
…………………………………………………………………………

4.8. EDUCATION FOR ENVIRONMENTAL PROTECTION

4.8.1 Environmental Education

Environmental education is a process that allows individuals to explore environmental issues, engage in problem solving, and take action to improve the environment. As a result, individuals develop a deeper understanding of environmental issues and have the skills to make informed and responsible decisions.

The components of environmental education are:

- **Awareness and sensitivity** to the environment and environmental challenges
- **Knowledge and understanding** of the environment and environmental challenges
- **Attitudes** of concern for the environment and motivation to improve or maintain environmental quality
- **Skills** to identify and help resolve environmental challenges

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- **Participation** in activities that lead to the resolution of environmental challenges

4.8.2. Education encourages individuals to protect the environment.

People with more education tend not only to be more concerned about the environment, but also to engage in actions that promote and support political decisions that protect the environment. Such pressure is a vital way of pushing governments towards the type of binding agreement that is needed to reduce greenhouse gases and control emission levels.

4.8.3. Education encourages people to use energy and water more efficiently and recycle household waste.

By increasing awareness and concern, education can encourage people to reduce their impact on the environment through more efficient use of energy and water supplies, especially in areas of resource scarcity. In semi-arid areas of China, for example, educated farmers were more likely to use rainwater harvesting and supplementary irrigation technology to alleviate water shortages.Educated households are also more likely to use different methods of water purification through filtering or boiling.

And yet we all know that it's difficult to change attitudes and practices overnight. Completing education courses, both formal and non-formal, takes time to complete. Therefore, we must also see it as our responsibility to communicate what we think about these global issues to leaders. The multiple threats of environmental degradation and climate change have assumed an unprecedented urgency to which we are all obligated to respond.

4.8.4. Environmental protection

Environmental protection is the practice of protecting the natural environment by individuals, organizations and governments. Its objectives are to conserve natural resources and the existing natural environment and, where possible, to repair damage and reverse trends.

Due to the pressures of overconsumption, population growth and technology, the biophysical environment is being degraded, sometimes

permanently. This has been recognized, and governments have begun placing restraints on activities that cause environmental degradation. Since the 1960s, environmental movements have created more awareness of the various environmental problems.

4.9. ROLE OF UN IN ENVIRONMENTAL PROTECTION

When the United Nations was created more than a half-century ago, environmental degradation was not even considered much of a national threat, let alone a pressing global problem that could provoke international conflict and undermine human health, economic well-being, and social stability. Accordingly, the UN Charter does not even mention the word "environment."

In order to confront proliferating environmental threats, countries have increasingly turned over the last few decades to the United Nations, the one body with the broad mandate and membership required to forge solutions to problems with an impact extending beyond national boundaries.

As early as the 1870s, countries occasionally sought to cooperate on issues such as protecting migratory bird species. But it was not until a century later that international environmental policymaking began to gather serious momentum. In particular, the 1972 UN Conference on the Human Environment in Stockholm marked the arrival of this subject as an international issue. Most notably, the conference created the United Nations Environment Programme (UNEP), which is headquartered in Nairobi and serves as the main focal point for environmental issues within the UN system. It also set in motion negotiations toward a number of significant environmental conventions, including the 1972 "London Dumping Convention" on discharging wastes at sea, and the 1973 Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES).

The second major milestone in international action on environmental issues was reached in June 1992, when more than a hundred

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heads of state gathered in Rio de Janeiro for the UN Conference on Environment and Development (UNCED), popularly known as the "Earth Summit." By this time, these issues had become truly global. The Role of the United Nations in Environmental Protection and Sustainable Development - H. French ©Encyclopaedia of Life Support Systems (EOLSS) earlier environmental conventions among a small number of neighbouring countries, the climate and biological diversity conventions that emerged from the Rio conference cover concerns that are worldwide in scope.

4.10. ROLE OF SAARC IN ENVIRONMENTAL PROTECTION

4.10.1. SAARC Environmental Challenges and Opportunities

The South Asian sub-region comprises Afghanistan, Bangladesh, Bhutan, Islamic Republic of Iran, India, Maldives, Nepal, Pakistan, and Sri Lanka. Given the economic, social and cultural context of the countries of South Asia, similar challenges confront them in protecting their environment and natural resources. For instance, high rates of population growth, urbanization, and widespread incidence of poverty are common, although improvements have been witnessed in all major indicators of human ·development over recent years (UNDP 1998).

South Asia is also home to a significant but shrinking array of terrestrial and marine biodiversity. For example, the Hindu Kush Himalayan belt is home to some 25 000 major plant species, comprising 10 per cent of the world's flora (Shengji 1998). In addition, Sri Lanka is one of the most biologically diverse countries in the world, and India contains extensive savannah and forest habitats, including many endemic species of international importance. South Asia is also home to around 14 per cent of the world's remaining mangrove habitat, in addition to having the highest percentage of threatened wetlands, 82 of which are in Bangladesh.

4.10.2. Shared Environmental Problems

A growing population reduces the per capita availability of land and water, which consequently impairs the people's ability to produce food. Land degradation and water scarcity are thus closely tied to food security concerns. Urbanization and poverty, 169 particularly the concentration of population in a few large South Asian cities, is another important challenge. It poses a strain on the limited resources of these cities, where infrastructure is already overstretched.

4.10.3. Land degradation

South Asia has the largest area of irrigated land in Asia and the Pacific (nearly 90 million ha). However, unplanned and badly engineered irrigation developments have resulted in land degradation through factors such as water erosion and salinity. Irrigated croplands of many countries, such as India and Pakistan, are severely affected by salinity. Wind erosion also presents a serious regional issue. Afghanistan, the Islamic Republic of Iran, Pakistan and India suffer most from desertification (UNEP 1997). The worst sufferers as a result ofland degradation are the poor.

4.10.4. Water scarcity and degradation

A number of areas within Afghanistan, India, the Islamic Republic of Iran, and Pakistan are suffering from water scarcity. Groundwater depletion has also emerged as a major concern in parts of India, Bangladesh and Sri Lanka in recent years, and depletion of freshwater aquifers is threatening water supplies in the Maldives.

Adding to these problems is the cross border degradation of existing sources specifically through uncontrolled release of sewage (the problem of pathogenic water pollution has grown to alarming proportions in the sub-region, (UNEP 1997), industrial wastes, agricultural run-off, commercial pesticide and arsenic contamination.

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4.10.5. Deforestation and Biodiversity Loss

South Asia shares approximately 19 per cent of the Asian and Pacific region total forest cover, providing cross-border habitats for a wealth of species. Within the sub-region, the Islamic Republic of Iran and Pakistan are the countries with the highest rates of deforestation. The effect of habitat loss on biodiversity has still to be quantified, though overall habitat losses have been the most acute in the Indian subcontinent (UNEP 1997). Diverse habitats such as mangrove have also faced severe pressures through aqua cultural developments in Bangladesh, India and Sri Lanka (UNEP 1997). Impacts to the marine environment Pollution and over extraction of resources are both key concerns in relation to South Asia's marine environment. Unplanned developments are also affecting the coastal zone, and leading to erosion, while changes in the region's seawater temperatures are impacting on its coral systems.

Atmospheric pollution, rapid growth in energy demand and the reliance on coal have translated into significant increases in the emission of air pollutants. Urban air pollution has emerged as a major problem in many cities, in addition to fly-ash generated through coal mining. Effects of acid deposition in excess of critical loads have been recorded in areas of North-eastern India and Bangladesh (UNEP 1997) and the pristine forests of Bhutan (Communication by the Government of Bhutan, May 2000). An increase in slash-and bum agriculture is also contributing to incidents of haze in certain areas.

4.10.6. Deficient Urban Infrastructure

The capacity of urban infrastructure (water supply and sanitation, waste management etc.) has not been increasing at a rate commensurate to urbanization. Surmounting deficits are growing particularly acute in sub-urban sprawls and inner-city squatter settlements, where it is the poor who are the most vulnerable.

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4.10.7. Natural Disasters

The north-eastern Indian sub-region represents the greatest area of seismic hazard in the Indian subcontinent. Floods, cyclones and landslides are other common hazards. Floods regularly cause widespread havoc in India and Bangladesh, and also occasionally in Pakistan and Nepal.

4.11. Environmental education programmes of UNESCO

UNESCO's involvement in environmental awareness and education goes back to the very beginnings of the Organization, with the creation in 1948 of the IUCN (International Union for the Conservation of Nature, now the World Conservation Union), the first major NGO mandated to help preserve the natural environment. UNESCO was also closely involved in convening the UN International Conference on the Human Environment in Stockholm, Sweden in 1972, which led to the setting up of the United Nations Environment Programme (UNEP). Subsequently, for two decades, UNESCO and UNEP led the International Environmental Education Programme (1975-1995), which set out a vision for, and gave practical guidance on how to mobilize education for environmental awareness. In 1976, UNESCO launched an environmental education newsletter 'Connect' as the official organ of the UNESCO-UNEP International Environmental Education Programme (IEEP). It served as a clearinghouse to exchange information on Environmental Education (EE) in general and to promote the aims and activities of the IEEP in particular, as well as being a network for institutions and individuals interested and active in environment education until 2007.

While international aid for disaster-prone areas is crucial, Disaster Preparedness and Mitigation is a pre-disaster approach which, when applied, lessens the actual damage that needs to be corrected. Other area-specific projects include development of pedagogical materials, such as the Educational Resource Kit for Mountainous Regions and the Teaching Resource Kit for Dry land Countries, while projects such as Sand watch protect the fragile nature of marine and coastal environments.

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Check your Progress- 2

Note : a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

iii. What are the components of Environmental Education?

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iv. What is Environmental Protection?

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4.12. LET US SUM UP

Environmental Education (EE) refers to organized efforts to teach how natural environments function, and particularly, how human beings can manage behaviour and ecosystems to live sustainably. It is a multi-disciplinary field integrating disciplines such as biology, chemistry, physics, ecology, earth science, atmospheric science, mathematics, and geography. The United Nations Educational, Scientific and Cultural Organization(UNESCO) states that EE is vital in imparting an inherent respect for nature amongst society and in enhancing public environmental awareness. UNESCO emphasizes the role of EE in safeguarding future global developments of societal quality of life (QOL), through the protection of the environment, eradication of poverty, minimization of inequalities and insurance of sustainable development (UNESCO, 2014a). The term often implies education within the school system, from primary to post-secondary. However, it sometimes includes all efforts to educate the public and other audiences, including print materials, websites, media campaigns, etc.. There are also ways that environmental education is taught outside the traditional classroom. Aquariums, zoos, parks, and nature centers all have ways of teaching.

4.13. UNIT – END EXERCISES

1. How can we develop global consciousness among students?

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2. Discuss the ways and means of protecting environment through education.

3. Describe the role of UN and SAARC in environmental Protection.

4. Discuss the educational programmes of UNESCO.

4.14. CHECK YOUR PROGRESS

1.*Globalization* is the word used to describe the growing interdependence of the world's economies, cultures, and populations, brought about by cross-border trade in goods and services, technology, and flows of investment, people, and information.

2. Global consciousness is the capacity and disposition to understand and act upon issues of global significance. It is the ability and willingness to understand oneself and others within the broader matrix of our contemporary world.

3. Environmental education is a process that allows individuals to explore environmental issues, engage in problem solving, and take action to improve the environment.

4.The components of environmental education are:

- **Awareness and sensitivity** to the environment and environmental challenges
- **Knowledge and understanding** of the environment and environmental challenges
- **Attitudes** of concern for the environment and motivation to improve or maintain environmental quality
- **Skills** to identify and help resolve environmental challenges
- **Participation** in activities that lead to the resolution of environmental challenges

4.15. SUGGESTED READINGS

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BLOCK II: EQUALIZATION OF EDUCATIONAL OPPORTUNITY, COMPARATIVE EDUCATION AND MODERN TRENDS IN WORLD EDUCATION

NOTES

UNIT V -PROBLEMS OF ILLITERACY

Structure

5.1. Introduction

5.2. Objectives

5.3. Poverty and Population Explosion

5.3.1. Meaning of population explosion

5.3.2. Causes of Population Explosion

5.3.3. Effect of Population Explosion

5.3.4. Prevention of the Population Explosion

5.4. Equalization of Educational Opportunities

5.4.1. Meaning of Equality of Educational Opportunity

5.4.2. Constitutional Provisions for Equality of Education

5.4.3. Causes of Inequality

5.4.4. Measures taken to achieve equality of educational opportunities

5.4.5. Opportunities for Scheduled Castes and Scheduled Tribes

5.4.6. The Role of the Teacher

5.4.7. Educational Opportunities for Women

5.4.8. Educational Opportunities for Disabled Children

5.4.9. Educational Opportunities for the Minorities

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5.4.10. Reasons for inequality in Educational Opportunities:
5.4.11. Measures taken for Equalization of Educational Opportunity
5.6. Problems of Illiteracy
5.7. Let Us Sum Up
5.8. Answer for check your progress
5.9. Unit – End Exercises
5.10. Suggested Readings

5.1. INTRODUCTION

Illiteracy in India is a problem which has complex dimensions attached to it. Illiteracy in India is more or less concerned with different forms of disparities that exist in the country. There are gender imbalances, income imbalances, state imbalances, caste imbalances, technological barriers which shape the literacy rates that exist in the country. India possesses the largest illiterate population.

5.2. OBJECTIVES

- To make students aware of the global issue illiteracy.
- To provide students with the experience in the educational opportunities.
- To motivate the people to have small family.
- To make them to know the opportunities for backward underprivileged classes to improve their condition.
- To educate the people about the population explosion and poverty.

5.3. POVERTY AND POPULATION EXPLOSION

Population Explosion defined as a significant number of people staying in the individual area. It is a huge problem in India. In fact, in all over the world, it is increasing, especially in the poorer countries it is developing.

5.3.1. Meaning of population explosion

Population Explosion refers to the massive and sudden rapid rise of Population among the human being. It causes the poor result in census while Population increased. It is the main purpose, that increasing birth rate

day by day in India. It is good in the country, where the infant mortality rate decreases in India. There is life expectancy has improved in India.

5.3.2. Causes of Population Explosion

Increases in birth rate

In India, there is Population Explosion increasing day by day. Most of the people don't know about control the delivery. The birth rate is increasing due to the lack of awareness in people. There is the full range of gaping has increased in Population.

Decreases in infant mortality rate

Due to the age of science and technology, some people are getting the proper facility for the improvement of good health and best medical care. Because of the science, there is extensive use of preventive drugs, which can reduce the infant mortality rate. During the past time, there was not any facility reduce the infant mortality, but that time science makes all possible for everything

The growth of life expectancy

In India, there is the life expectancy will become weak, when the proper nutrition and good health do not improve by the human Population. Due to improved living condition, the better sanitation, better nutrition, and education in the Human Population improve the life expectancy. It is significant for the person. The good quality of food creates the life expectancy for the human being and it well-nourished to the people while using of nutrition food. Population grows when they adequately nourished.

High level of illiteracy

Due to lack of illiteracy among women is the biggest problem of family planning - the female education directly related to age at marriage, the general status of women, their fertility and infant mortality rate, and so forth. In India, everyone should become literate either male or female. Education must develop the skill, personal liberal, broad-minded, open to new ideas, and rational.

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5.3.3. Effect of Population Explosion

Unemployment

Due to the growing countries, unemployment is also increasing day by day. It is the main reason to back the economy of countries. Millions of people are jobless in India. They are not getting the job after finding everywhere. After all that, they lose their confidence in searching for the job. The unemployed people are living with a hazardous condition of the economy.

Large Population

In India, there is the number of Population and also impressing day by day. It is more useful for the Population Explosion. There are over Population in India. Because of this condition of India, people are not getting comfortable and accommodate life. It also poses a threat to the environment.

Poverty

Poverty is the primary reason for the Population Explosion. Most of the people, who belong from the poverty line, they have not any knowledge about the overpopulation of country. They generate the high birth rate in India, which can cause and effect of Population Explosion. Due to the poverty, there is massive growth in Population.

Illiteracy

In India, the illiteracy is the key reason of Population Explosion. The resource available fixed. In theory and practice, the total available resources are shared by the people using them. Some of the people have not any sources to provide education to their children. People get the low health status when they have not adequate food and nutrition.

Pollution and Global Warming

Pollution and global warming are most effective for the Population Explosion. Much Population creates the pressure on the earth. There arise excessive demands for finished products leading to over-industrialization and over-utilization of resources.

5.3.4. Prevention of the Population Explosion

Awareness made by the government

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The government also starts the program of family planning in 1952. The government is still trying to aware to people for family planning campaign. The small family is right for every citizen of people, and they have to be mindful of it. Small families always become happy and healthy, and they can complete all the needs of children. It is the best advantage of the small family. It controls the Population. It is much beneficial for the country. So everyone should have to follow it.

5.4. EQUALIZATION OF EDUCATIONAL OPPORTUNITIES

According to Kothari Commission (1964-66), "One of the important social objectives of education is to equalize opportunity, enabling the backward or underprivileged class to use education as a means to improve their condition." Hence, equality of educational opportunities in terms of caste, tribe, disability, gender and minorities is the only way for building up of an egalitarian and human society in which the exploitation of the weak will be minimized.

5.4.1. Meaning of Equality of Educational Opportunity

Equality of educational opportunity includes provision of education for all, irrespective of religion, caste, creed, sex and location. It doesn't mean identity of educational opportunity but a means best suited to the intelligence and aptitude of every student. According to, the National Policy on Education (NPE) 1986 emphasized that equality of education means "to provide for equal opportunity to all not only in access but also in the conditions for success."

5.4.2. Constitutional Provisions for Equality of Education

The following Articles of Indian Constitution stress the equality of educational provisions:

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1. **Article 26 (1):** It states that education is a fundamental right. No person should be denied admission to educational institutions on the grounds of caste, colour, creed, religion or any one of them.
2. **Article 21 (A):** The 93rd Amendment of the Directive Principles of State Policy declares, "the State shall endeavour to provide … free and compulsory education for all children until they complete the age of 14 years." Thus, it provides equal opportunity to all primary education for all children.
3. **Article 46:** The State shall promote with special care the education and economic interests of the Scheduled Castes and Scheduled Tribes and the weaker sections of the society.

5.4.3. Causes of Inequality

The following are the causes of inequality of educational opportunities in India:

1. In places where no primary, secondary educational institutions exist.
2. The poverty of large sections of the population.
3. Differences in the standards of schools and colleges.
4. The wide disparity between the education of boys and girls at all stages of education.
5. The wide gaps of educational development between the advanced classes and the backward ones.
6. The educational backwardness among the SCs/STs due to social deprivation and economic poverty.

5.4.4. Measures taken to achieve equality of educational opportunities

After the independence the Government of India has undertaken a number of steps to strengthen the educational bas of SCs and STs and other weaker sections of the society under the following educational schemes:

1. SarvaShikshaAbhiyan (SSA)
2. Kasturba Gandhi BalikaVidyalayas
3. Mid-Day Meal Scheme
4. KendriyaVidyalayas (KVS)

5. National Institute of Open Schooling (NIOS)
6. Community Polytechnics

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5.4.5. Opportunities for Scheduled Castes and Scheduled Tribes

With a view to provide safeguards against the exploitation of Scheduled castes and Scheduled Tribes and to promote and protect their social, educational, economic and cultural interests, special provisions were made in the Constitution. Due to their social disability and economic backwardness, they were grossly handicapped in getting reasonable share in elected offices, Government jobs and educational institutions and, therefore, it was considered necessary to follow a policy of reservations in their favour to ensure their equitable participation in governance.

5.4.6. The Role of the Teacher

1. As a rule, the school staff should seek, provide and ensure non-discrimination between the children of SCs/STs and other communities.
2. Use of caste names/derogatory words when taking attendance of students should be avoided.
3. Teacher should lead all the children equally to participate in the curricular and co-curricular activities of the school.
4. Frequent meetings between the staff and parents of SCs/STs should be arranged.
5. Teachers have a special responsibility to educate first generation learners of SCs/STs.

5.4.7. Educational Opportunities for Women

The National Commission for Women was set up as statutory body in January 1992 under the National Commission for Women act, 1990 to:

- Review the Constitutional and Legal safeguards for women
- Recommend remedial legislative measures ;
- Facilitate redressal of grievances and
- Advise the Government on all policy matters affecting women.

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The Commission consists of a Chairperson and five members. At least one member each shall be from amongst persons belonging to Scheduled Caste and Scheduled Tribe respectively.

Measures of Equalization of Educational Opportunities for Women

1. Focus on girls especially belonging to SC/ST and minority groups.
2. In many states including Meghalaya, Mizoram and Manipur free education is provided to girls up to Class XII.
3. Free textbooks for girls.
4. Special coaching, remedial classes for girls and congenial learning environment.

5.4.8. Educational Opportunities for Disabled Children

There are various categories of disabled children requiring special educational facilities. They are: 1. Blind, 2. Partially Sighted, 3. Deaf, 3. Partially Hearing, 4. Educationally Abnormal, 5. Epileptic, 6. Maladjustment, 7. Physically Handicapped, 8. Affected by Speech Defect, 8. Delicate.

Integrated Education for Physically Challenged (I.E.P.C) was launched in 1974 to provide educational opportunities for disabled children in the general school system. Unless the disabled children get an equal opportunity for education, we can't achieve our national goal. It is to bring about effective measures to promote academic development and vocational possibilities. For this, teachers, parents are to work hand-in hand to make the integrated education an effective mode of education.

5.4.9. Educational Opportunities for the Minorities

The Government of India constituted a National Commission for Minorities in May, 1993. The setting up of Minorities Commission was envisaged in the Ministry of Home Affairs Resolution dated 12.01.1978, which specifically mentioned that "despite the safeguards provided in the Constitution and the laws in force, there persists among the Minorities a feeling of inequality and discrimination.

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Article 30 of the Indian Constitutional relates to certain cultural and educational rights to establish and administer educational institutions.

1. All minorities whether based on religion or language shall have the right to establish and administer educational institutions of their own.
2. The State shall not discriminate against any educational institution on general that it is under the management of a minority based on religion or language.
3. Scheme of financial assistance for modernization of Madrasa education.

5.4.10. Reasons for inequality in Educational Opportunities

In India there are some reasons which create inequality of educational opportunities. These reasons are:

1. Difference in economic status of home.
2. Gender disparities.
3. Regional Imbalance.
4. Physiological difference.
5. Difference in home conditions.
6. Disparity between backward and advanced classes.
7. Non-availability of adequate opportunities.
8. Difference in mental and physical abilities.

5.4.11. Measures taken for Equalization of Educational Opportunity

Equalization of educational opportunities has been one of the major objectives of the successive Five-Year Plans. Considerable works in this respect has been done through the programme of expansion of educational facilities at the elementary, secondary and university stages. For achieving the target of equality of educational opportunity in India our efforts must be directed in many directions for recognizing the educational system.

Some of these directions are as follows

1. Constitutional Provisions

On the basis of the constitutional provisions we must provide compulsory elementary education to all children of the country. Democracy, socialism, secularism, justice and equality are to a be cultivated through the provision of equalizing educational opportunity for establishing an egalitarian society.

2. Debarring restriction on admission in educational institutions

Admission to educational institutions has been made available to all irrespective of caste and religion.

3. Wide distribution of Institutions

Educational institutions have been opened in large numbers in order to provide opportunity to all for getting education.

4. Provision of Pre-school education

In order to overcome wastage and stagnation in primary education, Pre-school education is to be given priority. Pre-school education centers like Balwadi, Anganwadi etc. have been opened and are to be set up in large scale.

5. Provision of scholarship and other facilities:

Provision of free ship6 and scholarships are being made for the backward and disadvantaged groups.

6. Special treatment for S.C., S. T. and Other Backward Communities

Special treatment as being made for S.C., S.T and Other Backward Communities in relation to reservation of seats, provision of different types of scholarships to ensure equality in education.

7. Residential School

In tribal areas, residential schools or Ashram schools have been set up. Kanyashram schools have been commissioned in the tribal areas to facilitate education of girls.

Check your Progress- 1

Note : a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. What are the measures taken to achieve equality of educational opportunities?

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ii. What are reasons for inequality in Educational Opportunities?

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5.5. PROBLEMS OF ILLITERACY

Meaning of Illiteracy:

Illiteracy is the inability to read. The word illiteracy means the ability to read. By adding the prefix il- you change the meaning of the word to its opposite. Illiteracy is the quality or condition of being unable to read or write.

Definition

The definition of illiteracy is lack of knowledge in a particular subject or is the inability to write and read.

When a person is not able to read even simple books and is not able to write anything more than his own name.

Problems Of Illiteracy

For individuals

- Limited ability to obtain and understand essential information;
- Lower income;
- Lower-quality jobs;
- Reduced access to lifelong learning and professional development;
- Precarious financial position;
- Little value is given to education and reading within the family, and this often leads to intergenerational transmission of illiteracy;

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- Low self-esteem, which can lead to isolation;

For society

- Since literacy is an essential tool for individuals and states to be competitive in the new global knowledge economy, many positions remain vacant for lack of personnel adequately trained to hold them;
- The higher the proportion of adults with low literacy proficiency is, the slower the overall long-term GDP growth rate is;
- The difficulty understanding societal issues lowers the level of community involvement and civic participation.
- Without the basic tools necessary for achieving their goals, individuals without an adequate level of literacy cannot be involved fully and on a completely equal basis in social and political discourse.

Check your Progress- 2

Note : a. Write your answer in the space given below
b. Compare your answer with those given at the end of the unit.
iii. Define Illiteracy.
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5.6. LET US SUM UP

Thus we have seen the various problems and measures for the equal opportunity of education for the scheduled caste, scheduled tribes, women and the disabled. The disparity between the education of the SC/ST and other weaker sections of the society and advanced sections is very wide. This disparity can be removed only through giving special attention to these neglected sections of the society. Like all ideals in life, perfect equality of educational opportunity is unattainable. In a good system of education there should be a continuous attempt to identify factors which tend to create significant form of inequality and to adopt measures to eliminate them together or at least to reduce them to the minimum.

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5.7. ANSWERS FOR CHECK YOUR PROGRESS

1. Measures taken to achieve equality of educational opportunities

1. SarvaShikshaAbhiyan (SSA)
2. Kasturba Gandhi BalikaVidyalayas
3. Mid-Day Meal Scheme.
4. KendriyaVidyalayas (KVS)
5. National Institute of Open Schooling (NIOS)
6. Community Polytechnics

2. Reasons for inequality in Educational Opportunities:

In India there are some reasons which create inequality of educational opportunities. These reasons are:

1. Difference in economic status of home.
2. Gender disparities.
3. Regional Imbalance.
4. Physiological difference.
5. Difference in home conditions.
6. Disparity between backward and advanced classes.
7. Non-availability of adequate opportunities.
8. Difference in mental and physical abilities.

3. The definition of illiteracy is lack of knowledge in a particular subject or is the inability to write and read. (Ex)When a person is not able to read even simple books and is not able to write anything more than his own name.

5.8. UNIT – END EXERCISES

1. What is the relationship between poverty and population growth?
2. How does higher population lead to poverty?
3. How does over population affect the poverty in our country?
4. What is the remedy to solve the problem of illiteracy?
5. How does illiteracy affect a person’s life?
6. What is equalization of educational opportunities?

5.9. SUGGESTED READINGS

1. The Golden Door: International Migration, Mexico, and the United States (1981)

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2. The Cold and the Dark: The World after Nuclear War (1984, with Carl Sagan, Donald Kennedy, and Walter Orr Roberts)
3. The Machinery of Nature: The Living World Around Us and How it Works (1986)
4. Earth (1987, co-authored with Anne Ehrlich)
5. Science of Ecology (1987, with Joan Roughgarden)
6. The Cassandra Conference: Resources and the Human Predicament (1988)
7. The Birder's Handbook: A field Guide to the Natural History of North American Birds(1988, with David S. Dobkin and Darryl Wheye)
8. New World, New Mind: Moving Towards Conscious Evolution (1988, co-authored with Robert E. Ornstein)

UNIT IV – EDUCATIONAL DEVELOPMENT

NOTES

Structure

6.1. Introduction

6.2. Objectives

6.3. Socio Cultural Development among Children

6.3.1. Socio Cultural Theory of Vygotsky

6.3.2. The Zone of Proximal Development

6.3.3. Observations about Social Learning Theory

6.3.4. Practical Applications for Vygotsky's Socio cultural Theory

6.4. Factors determining Educational Systems of a Country

6.4.1. Geographical Factors

6.4.2 Economic Factors

6.4.3 The Social and Cultural Factor

6.4.4 The Historical Factor

6.4.5. Political Factor

6.4.6. Language Factor

6.4.7. Religious Factor

6.4.8. Technological Factors

6.5. Let Us Sum Up

6.6. Answers to Check Your Progress

6.7. Unit – End Exercises

6.8. Suggested Readings

NOTES

6.1 INTRODUCTION

Socio cultural theory is an emerging theory in psychology that looks at the important contributions that society makes to individual development. This theory stresses the interaction between developing people and the culture in which they live. Sociocultural theory also suggests that human learning is largely a social process.

6.2 OBJECTIVES

- To improve an ability, a skill, knowledge and an attitude etc.
- To improve the human wellbeing.
- To bring about the qualitative growth and development of society.
- To study about different factors of educational system.
- To enumerate the ways of socio-cultural development.

6.3 SOCIO CULTURAL DEVELOPMENT AMONG CHILDREN

Children grow up in specific physical, social, cultural, economic and historical circumstances (their socio-cultural context), all of which will influence their childhood. Research has shown that children's socio-cultural context can have a large influence on their development. We know that culture influences how children develop; across different cultures, children can develop in quite different ways.

Clinical psychologists study, assess and treat a wide range of biological, psychological and social problems that children and young people may experience in their personal lives. This might involve the assessment of individuals to find out what they are struggling with, interventions that support individuals to cope with that difficulty or prevention programmes that stop them suffering. Clinical psychologists also consult with other professionals to offer as holistic a support structure for individuals as possible.

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6.3.1. Socio cultural theory of Vygotsky

Socio cultural theory grew from the work of seminal psychologist Lev Vygotsky, who believed that parents, caregivers, peers, and the culture at large were responsible for developing higher order functions.

6.3.2. The Zone of Proximal Development

An important concept in socio cultural theory is known as the zone of proximal development.

According to Vygotsky, the zone of proximal development "is the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers."

Essentially, it includes all of the knowledge and skills that a person cannot yet understand or perform on their own yet but is capable of learning with guidance. As children are allowed to stretch their skills and knowledge, often by observing someone who is slightly more advanced than they are, they are able to progressively extend this zone of proximal development.

6.3.3 Observations about Social Learning Theory

In his text, "Social and Personality Development," author David R. Shaffer explains that while Piaget believed that cognitive development was fairly universal, Vygotsky believed that each culture presents unique differences. Because cultures can vary so dramatically, Vygotsky's sociocultural theory suggests that both the course and content of intellectual development are not as universal as Piaget believed.

6.3.4. Practical Applications for Vygotsky's Socio cultural Theory

Socio cultural theory has gained popularity in recent years, particularly in educational settings. Some examples of how this theory can be put into practice in the real-world:

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In the Classroom

Understanding the levels of the zone of proximal development can be helpful for teachers. In classroom settings, teachers may first assess students to determine their current skill level. Once this has been ascertained, educators can then offer instruction that stretches the limits of each child's capabilities. At first, the student may need assistance from an adult or more knowledgeable peer, but eventually their zone of proximal development will expand.

- Teachers can plan their instruction and lessons. For example, the teacher might organize the class into groups where less skilled children are paired with students who have a higher skill level.
- Hints, prompts, and direct instruction can be used to help kids improve their ability levels.
- Educators might also utilize the concept of scaffolding, where the teacher provides prompts to move the child progressively forward towards a goal.

Socializing and Play

Vygotky's theory also stressed the importance of play in learning. Teachers and parents can utilize this knowledge by providing children plenty of opportunities for play experiences. Vygotsky believed that through playing and imagining, children were able to further stretch their conceptual abilities and knowledge of the world. Types of play that can further learning include imaginary play, role-playing, games, and reinactments of real events. Such activities help foster the growth of abstract thought.

Check your Progress- 1

Note : a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. Write about socializing and play?

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6.4. FACTORS DETERMINING EDUCATIONAL SYSTEMS OF A COUNTRY

A national system of education is often defined from the perspective of formal education system. This includes institutionalized formal education from early childhood education, primary education, secondary education, tertiary education and university education. The informal and non-formal education subsets are often assumed to be part of the formal education and if not ignored altogether, they are given little attention. However, it is important the national educational system should be wholly inclusive of all the subsets of the educational system, that is, formal, informal and non-formal education.

The following factors Determining Educational System:-

6.4.1. Geographical Factors

The geography of any particular place is often natural, which means that it is undefined by man. Man in this respect ought to behave in accordance with the geography and nature in particular. In this regard the education system cum school system is influenced by the geography of the particular region. These are, climatic conditions, population distribution and land configuration. In regard to climatic conditions they influence the system of education in terms of ,content of education depend on the continental climate, for example, training of doctors in the tropics is likely to emphasize more on tropical disease like malaria. Extreme low temperatures in Continental Europe, affects accessibility to school by young children. Temperatures also affect the time at which schools can reasonably begin in the morning and when they end.

6.4.2 Economic Factors

The type of education largely depends on the economic strength of any country. Also the economic factor determines the content and method of an education system. It is important to note that formal education is often possible where production exceeds consumption. In indigenous traditional education people were trained depending on the economic conditions and

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needs of the community. From an economic perspective, expenditure on education refers to the amount or percentage of national revenue spent on education by both individuals and the government. If the economic condition is poor, education becomes backward in many aspects while if the economy of a country is strong, then educational aims and the curriculum are given a special direction for making the country prosperous.

6.4.3 The Social and Cultural Factor

Schools at large often and closely reflect the social patterns prevailing in a particular country. As such the education system is usually seen as a social factor which must reflect the ethos of the people that it serves. In this regard, it is the prime aim of education to ensure cultural continuity through fostering the growth and development of national characteristics that often act as stabilizing forces. In its simplest definition a culture of a society is the total way of life of the society. Every society consist of human beings and in whatever state they find themselves they always have some kind of educational system. This form of education of the society will always strive to perpetuate and protect its traditions and aspirations. As such a close study and analysis of each education system will always reveal the cultural concept and pattern of the community in question. Also the social patterns of the people in any particular community or country are reflected in its system of education.

It is important to realize that the culture of the people often changes at a slow pace. In each culture, there are certain values which are not affected by time and place, for example, faith in God, love for truth and non-violence and the ideal of universal motherhood and justice are the permanent values of many cultures of the world. However, radical reforms in a society may be slowed down or blocked at the level of implementation because of the cultural lag.

6.4.4 The Historical Factor

Each country of the world has its own history that shapes the nations aims, aspirations, activities and destiny. This is often reflected through the

educational system. Colonialism has been an important historical factor that can be said to have shaped the education system.

6.4.5 Political Factor

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The political philosophy which controls the government of a country often has its inevitable impact on education. The political factor dictates the kind of administration the system of education will have. They also underlie the features in education system and the functioning of the same. For example, the fundamental ideas of socialism as a political philosophy were about the exploitation of labour by capital and this resulted in class mass. As a political philosophy, socialism recognizes property as the basis of the economic structure of the state which results in the concentration of civil and legal power in the hands of the property owning class. Socialism advocates for the nationalization of the means of production; where owners of means of production do not work and workers who produce do not own anything. A change of such a social order can only be achieved with reform in education. This would be through a state mechanism with full control of education and the curriculum and this means that the citizens must be trained by the state, for the state and in state institutions. In such cases, the details of the curriculum are often decided by the state authorities and involve functional training of citizens. The curriculum may also involve scientific training for social utilization purposes.

6.4.6 Language Factor

Many languages may be spoken in a country, but only one enjoys the status of a national language. In every country the national language occupies a special place. Also every government tries to ensure that every one acquires the capacity to express himself through the national language. Without one's own national language, no country can be said to be strong.

In South Africa, there are two linguistic groups, the English speaking and the Africans speaking groups. After the colonization by the British, English was enacted as a medium of instruction in schools. The inhabitants spoke Afrikaans and had been used to the Dutch school system.

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The use of English failed and in 1914 Afrikaans was recognized also as a medium of instruction in school for African speaking children. As such, in a South Africa, a bilingual system of education came into being, where some schools use English, while others use Afrikaans or even both.

6.4.7. Religious Factor

Religious loyalties also dictate aims, content and even methods of instruction in education. Indeed, religion and beliefs have also been known to influence and shape aspects in education system.

In Africa, European Christian Missionaries did influence and continue to influence the education system. The initiative taken by the Christian churches to extend education and their power to control development often explains many of the common elements which can be discerned in education systems in countries that were colonized by the Europeans. For examples schools days are from Monday to Friday and resting days are Saturday and Sunday. This is more so because some people have their worship days as Saturday and others on Sunday.

6.4.8. Technological Factors

Technological changes cannot also be ignored in education. Technology and especially modern technology also influence the education system of the country. Historically, emphasis on industrial and technical education followed the industrial revolution. Technology affects the type of education as well as the means of instruction. With the emergence of computer technology, internet technology, this has revolutionised the whole education system especially in the developed countries. Through information communication technology, home learning has been made possible. Universities are also adopting projects like AUV and e-learning. Today the influence of technology in education cannot be ignored. Indeed the challenge is for the educational administrators and policy makers to see to it that the right infrastructure is in place in order to allow the use of information communication technology fully and be able to reap its

maximum benefits in the education system especially in the developing world.

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Check your Progress- 2

Note : a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. What are the factors determining Educational System of a country?

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6.5. LET US SUM UP

Some of the dominant theories about children's development have been introduced; competing explanations focus on development within the individual as against development influenced by the wider social and cultural environment. These theories often seek to answer a number of important psychological questions, which include explaining how change occurs, the role of the socio-cultural environment and how children shape their own individual development. These can often influence the kinds of applied work that psychologists carry out, such as in clinical or educational settings. This unit also covers the factors determined the educational system of a country.

6.6 ANSWERS TO CHECK YOUR PROGRESS

1. Socializing and Play

Vygotky's theory also stressed the importance of play in learning. Teachers and parents can utilize this knowledge by providing children plenty of opportunities for play experiences. Vygotsky believed that through playing and imagining, children were able to further stretch their conceptual abilities and knowledge of the world. Types of play that can further learning include imaginary play, role-playing, games, and reinactments of real events. Such activities help foster the growth of abstract thought.

2. Factors determining Educational System of a Country

- Geographical factor
- Economic factor

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- Social factor
- Cultural factor
- Historical factor
- Religions factor
- Political factor
- Language factor
- Technological factor

6.7. UNIT – END EXERCISES

1. What is the relationship between education and culture?
2. How does culture influence education
3. What are the factors influence educations?
4. Write about the socio cultural perspectives on learning?
5. Discuss about the factors determining educational system of a country.

6.8. SUGGESTED READINGS

1. Bowlby, J. (1980) Attachment and Loss, vol. 3, New York, Basic Books.
2. Howes, C. and Matheson, C.C. (1992) ‘Sequences in the development of competent play with peers: social and social pretend play’, Developmental Psychology, vol. 28, no. 5, pp. 961–74.
3. Montgomery, H. (2008) An Introduction to Childhood: Anthropological Perspectives on Children's Lives, Chichester, John Wiley and Sons.
4. Piaget, J. (1929) The Child’s Conception of the World, London, Routledge and Kegan Paul.
5. Rutter, M. (1981) Maternal Deprivation Reassessed, New York, NY, Penguin.
6. Vygotsky, L.S. (1962) Thought and Language, Cambridge, MA, Harvard University Press.

UNIT VII -COMPARATIVE EDUCATION

NOTES

Structure

7.1.Introduction
7.2. Objectives
7.3. Factors for the Growth of Comparative Education
- *7.3.1.* The Geographical Factor
- 7.3.2. The Economic Factor
- 7.3.3. The Racial Factor
- 7.3.4. The Linguistic Factor
- 7.3.5. The Philosophical Factor
- 7.3.6. The Moral Factor
- 7.3.7. The Religious Factor
- 7.3.8. The Factors of Socialism
- 7.3.9. The Factor of Humanism
- 7.3.10. The Factor of Nationalism
- 7.3.11. The Democratic Factor

7.4. Approaches of Comparative Education
- 7.4.1. Thematic or Problem Approach
- 7.4.2. Case Study Approach
- 7.4.3. Area Study Approach
- 7.4.4. Historical Approach
- 7.4.5. Descriptive Approach
- 7.4.6. International Approach
- 7.4.7. Gastronomic Approach
- 7.4.8. The Field Study Approach
- 7.4.9. The Scientific Approach
- 7.4.10. The Integrated Approach
- 7.4.11. The Philosophical Approach

7.5. Cross Disciplinary Approach
7.6. Let Us Sum Up
7.7. Answers for Check Your Progress
7.8. Unit - End Exercises
7.9. Suggested Readings

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7.1. INTRODUCTION

A national system of education is often defined from the perspective of formal education system. This includes institutionalized formal education from early childhood education, primary education, secondary education, tertiary education and university education. The informal and non-formal education subsets are often assumed to be part of the formal education and if not ignored altogether, they are given little attention. However, it is important the national educational system should be wholly inclusive of all the subsets of the educational system, that is, formal, informal and non-formal education.

7.2. OBJECTIVES

- To assist in the development of educational institution and practices.
- To study about the stages in the field approach.
- To enumerate the approaches of comparative education
- To appreciate how different factors such as history, culture, politics and globalization affect education.
- To create awareness on the global educational trends and on how different countries manage their education system.

7.3. FACTORS FOR THE GROWTH OF COMPARATIVE EDUCATION

In the study of comparative education we should study the factors which make the education of a country national. These factors include geographical, economic, social, cultural, historical, religions, political, language and technological. In this chapter we shall study some such factors;

7.3.1. The Geographical Factor

The geographical position has its inevitable impact on the culture, civilisation and education of a nation. The various countries of the world have different geographical positions. Therefore, their modes of living, civilization, culture, social institutions and educational systems are also different. The climate of a cold country is different from that of a tropical

one. Therefore, ways of living and social organization of the two types of countries are not the same. Serial systems influence the educational organization.

7.3.2. The Economic Factor

The educational system of a country is closely related with its economic condition. The aims and curriculum of education are framed according to the economic condition of the land. The belief about the economic system as adhered to by a country is inculcated in the citizens. For example, under the socialistic economic system, the State is the owner of all property. Therefore at the very primary stage of education children are given the impression that all property belongs to the State and each individual has to protect it. In the democracies like U.S.A. and India the situation is quite different. In these two countries the individual property is recognized. Therefore in the development of their educational systems full attention is paid to the lights of the individual.

7.3.3. The Racial Factor

In each country a number of races exist. These races influence its educational system. The race which considers itself superior to others tries to rule over them. If it succeeds in this attempt, then it tries to strengthen its control on them by developing a particular educational system. For example, the French and the British people established their colonies in Africa. Because they were 'white', these people thought that they were superior to the natives of Africa. So they developed a special kind of educational system to strengthen their control over the black natives. Thus, in South Africa, the racial factor has been an effective element in the educational system of that country. Similarly, during the British rule in India, the English people introduced a type of educational system in order to produce a special type of workers to man their administrative machinery.

7.3.4. The Linguistic Factors

The individual has to learn the language of the group in which he is born. The culture and civilization of a country are expressed through its language

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although there are other features as well which unmistakably point to its culture and civilization. However, the importance of the language cannot be denied. In the educational system of a country its language occupies a special place. We know that if the mother tongue is the medium of instruction, the people are generally of strong national character and if the medium is a foreign language the national character becomes weak. It is true that there are many other factors that are responsible for moulding the national character, but the medium of instruction has its own special importance, in the educational system.

7.3.5. The Philosophical Factor

The education system of a country is influenced by the philosophy of the land. Philosophy influences life, therefore, its influence on education is quite natural. For example, in ancient India the Gurukul system of education was based on Vedic philosophy of life. The educational system in the Buddhist period as obtained in Vihars and monasteries based on Buddhist philosophy. The Dayanand Anglo Vedic Colleges of modem India are based on the philosophy of life propounded by Swami DayanandSaraswati. Similarly, there are some institutions based on Sri Aurobindo's philosophy. In modern India, some people are advocating a special system of education based on the Sarovodaya philosophy of Gandhiji and VinobaBhave. Thus the philosophical factor is a very important factor in the study of comparative education.

7.3.6. The Moral Factor

Some countries emphasise moral principles and some religious. In a democratic country moral behaviour of each citizen is specially emphasized, because moral behaviour is the soul of democracy. Thus in countries with a democratic setup, development of moral behaviour is specially emphasized as an aim of education as in Japan, Switzerland, Great Britain, India and U.S.A. Thus the moral factor is a very important element in the study of comparative education.

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7.3.7. The Religious Factor

Religion occupies a very important place in an individual's life. History is testimony of the fact that thousands of persons have sacrificed their lives for the sake of religion. Therefore in the organisation of an educational system we have to be careful about the religious sentiments of the people. Accordingly the educational system has to be organised. Needless to remark that the religious sentiments of the people have to be honoured in any educational system. The religious factor cannot be ignored in the study of comparative education. Indeed, a comparative discussion of how different religious loyalties have given birth to various educational systems in different countries of the world will be very interesting. Now we shall understand some such factors which may be regarded as results of scientific developments in the world. These factors are those of socialism, humanism, nationalism and democracy. The influence of these factors on education came to surface from the beginning of the modern age.

7.3.8. The Socialism Factor

The impact of socialism may be sensed in the various aspects of our life to-day. Plato's ideas had the seeds of socialism. He advocated the state control of rearing and bringing up the children. Accordingly, he stood for complete state control over the development of education of children. This ideology influenced education in Greece for some time in due course. Sir Thomas More of England in his book "Utopia" advocated socialistic principles in accordance with Plato's ideas. He held that the state must arrange for public education in order that the citizen may fulfill his duties to the state. Rousseau, too, had advocated a socialistic pattern of society. He stood for universal education under the control of the State. Condorcet may also be mentioned in this connection. Condorcet stood for equal opportunity of education for all citizens. According to socialism, the purpose of education is to develop the means of production for the welfare of the State.

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7.3.9. The Humanism Factor

Towards the close of the middle ages humanistic ideas were spread in Europe with the view to make man free of blind superstitions and to base his life on scientific ways. This spirit ultimately wanted to give full scope for the development of an individual. Humanism keeps human welfare as its prime aim. Man is considered to be the measure of everything. New methods of teaching were devised in Germany because of the influence of humanism. England felt its impact, in the form of changes in the curriculum. In various countries such subjects as geography, mathematics and science began to be taught in such a way as to make them useful in practical affairs of life.

7.3.10. The NationalismFactor

For strengthening the sense of unity the spirit of nationalism is created in a country. This is evident in India particularly after 1947. Here there are various castes, religions and languages. Regionalism erodes the very foundation of our national life. In spite of these differences, our attention is drawn to the social, cultural and political unity inherent in our country in order to strengthen the national spirit. Accordingly, in our aims regarding education and the curriculum, special attention is given to the development of this sense of unity in the children. one may become blind to the inadequacies of one’s own country. This tendency can ultimately make the nation weak. The examples of Hitler of Germany and Tokyo of Japan are eloquent testimonies to this. Evidently, the factor of nationalism influences the system of education and its study is important in comparative education.

7.3.11. The Democratic Factor

In democracy we find two forms, in one form political equality is emphasized and in another social unity. Within the first form come, U.S.A, Great Britain, France, India, Japan, etc. and in the other form China and North Korea may be mentioned. Because of its particular kind of democratic ideologies, each country has nurtured a special type of education. The differences found in their educational patterns are because

of their different democratic faiths which are quite evident in their different aims, organizations and contents of education. In the study of comparative education we have to note these differences in order to understand the underlying elements correctly.

Check your Progress- 2

Note : a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. What are the factors determining Educational System of a country?

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7.4. APPROACHES OF COMPARATIVE EDUCATION

Awolola (1986) identified eight approaches to the study of Comparative Education. They are:

1. Problem Approach or Thematic approach
2. Case study approach
3. Area study approach
4. Historical approach
5. Descriptive approach
6. Philosophical approach
7. International approach and
8. Gastronomic approach

7.4.1. Thematic Approach or Problem Approach

Here, the investigator will first of all identify a particular educational problem in his own country. Then, he will begin to look for another country that has the same problem. The researcher will also study the education problem of another country in relation to their culture. The researcher will not only study the education problem of another country but he will also examine the solution applied to such problem by the affected country. From this, he will think of how he will be able to solve their own educational problem as well. It should be noted that Culture, economic, Socio Political

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factors vary from one country to another as a result of which educational problems and solutions may not necessarily be the same.

7.4.2. Case Study Approach

In this approach, an education Comparativist from Pakistan can go to England to study the primary education Level of the country. His report (is believed) will be very comprehensive for his readers to understand. If it is possible for the researcher, he can take all the educational systems of the country and compare such educational system with his own educational system. The problem with this approach is that as a human being, the investigator may not be totally objective in his report.

7.4.3. Area Study Approach

The word area here could refer to a village, a town or country depending on the educational comparativist who wants to carry out the study. Under this approach, the educational comparativist will engage himself in the educational practices of only one country, if it is a country that he has chosen. The investigator is going to involve himself in several activities as a result of which he is going to arrive at a body of generalizations on the educational system he is studying. The study under this approach is always based on geographical, linguistic or racial boundaries.

7.4.4. Historical Approach

Under this approach, an investigator will only take a village, town or country for the examination of its educational historical development right from the first day when education was introduced into the place and the time of study. This approach will enable the researcher to identify the factors that are responsible for the current educational system of the country being studied. However, the problem with this approach is that greater emphasis is always placed on the past.

7.4.5. Descriptive Approach

Here, the investigator will have to describe everything he finds on ground. Such things to be described could include: Number of schools, student enrolment, number of teachers, number of the school buildings including

classrooms as well as the number of subjects being offered. However, the approach is not very popular among the modern educational Comparatives.

7.4.6. International Approach

This is an approach whereby all the variations existing from one area to another within the same country are taken into consideration while comparing the system of education of a foreign country with one's educational system.

7.4.7. Gastronomic Approach

This is a method whereby both the diet as well as the eating habit of the people in a particular country is related to the practices of their education, the approach is not very popular among the modern educational comparativists.

7.4.8. The Field Study Approach

This approach is not new in the area of the subject. On this approach, Brickman (1966) cited by Alabi and Oyelade (1998) observed that: Visitation of foreign countries whether for the purpose of commerce, conversation curiosity or conflict, goes back to ancient history, travelers in all historical periods must have brought back facts and impression concerning the cultures of the other countries they had visited, included in their reports must have been comments relating to the young and their upbringing. They may also have made some remarks regarding the similarities and differences in the ways of educating children. Some, indeed, may have arrived at conclusions involving the expression of value judgments.

7.4.9. The Scientific Approach

This is an approach in which the study of comparative education is carried out empirically by formulating hypotheses, defining the important concepts, setting out the variables as well as the conditions for establishing the validity of the hypotheses formulated. Since in any scientific research, data collection its interpretation with the help of statistics of analysis are very important,. These must not also be lacking in the study of Comparative

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Education to enhance the quality and credibility of whatever may be the result of the investigation.

7.4.10. The Integrated Approach

This is an approach in which other disciplines such as history, philosophy, geography; economics, anthropology and statistics are integrated in to the study of Comparative Education because of their usefulness. As it has already been stated, it is not possible for Comparative Education as a discipline to stand on its own as it has to draw from other subjects which include the disciplines mentioned above.

7. 4.11. The Philosophical Approach

A Russian Philosopher by name Serguis Hessen was the first man to apply philosophical approach to the study of Comparative Education when he published his book in 1928 which he titled "KritischeVergleichung des Schulwesens der AnderenKuturstaaten". In the book, he chose four main philosophical problems. The problems chosen by him are: (a) Compulsory education (b) The School and the State (c) Theschooland the Church and (d) The School and Economic life. He analysed the underlying principles and later followed it by giving a critical account of modern legislation in many countries.

7. 4. 12. The Comparative Approach

In this approach, the reader must not be made to do the comparison of various educational practices by himself; rather, the comparison and conclusion have to be done by the investigator himself. Data on the educational practices to be compared must have been gathered and reviewed. In addition, hypotheses should have also been formulated to assist in the gathering of data. Then, the educational practices of the country under study will be put side by side with the educational practices of another country slated for comparison. The next stage after Juxtaposition is the comparison of the educational practices of the countries that have been put side by side. It is at stage of comparison that the hypotheses that had been formulated earlier on will be rejected or accepted.

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7.5. CROSS DISCIPLINARY APPROACH

There are three kinds of cross disciplinarily:

1. Multi-disciplinary researchers
2. Inter-disciplinary researchers and
3. Trans-disciplinary researchers.

- **Multi-disciplinary researchers** remain within their own disciplines but synthesis results from other disciplines at the end of research cycle.
- **Inter-disciplinary research** analyses and synthesis at the overlap of disciplines from the beginning to the end.
- **Trans-disciplinary** implies that both scientific and non-academic communities work together throughout a research project

The course in Comparative Education prepares learners to assume leadership roles in a wide range of social and educational settings, thus its interdisciplinary approach. It emphasises the acquisition of a broad understanding of educational institutions, systems, their programmes and curricula while at the same time stressing the understanding of historical and contemporary issues, the cultural, socio-economic, technological and political aspects of educational development and change. These are to be applied within national, regional and international contexts and in governmental and private organizations, non-governmental organizations, and international education/development agencies.

Check your Progress- 2

Note : a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

ii. What are the approaches of comparative education?

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iii. What are the stages of field study approach?

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7.6. LET US SUM UP

Now we shall understand some such factors which may be regarded as results of scientific developments in the world. These factors are those of socialism, humanism, nationalism and democracy. The influence of these factors on education came to surface from the beginning of the modern age.

7.7. ANSWERS FOR CHECK YOUR PROGRESS

1. Factors Determining Educational Systems
   - Geographical factor
   - Economic factor
   - Social factor
   - Cultural factor
   - Historical factor
   - Religions factor
   - Political factor
   - Language factor
   - Technological factor
   - Nationalism factor
   - Humanism factor
2. Approaches of Comparative Education
   - Problem Approach or Thematic approach
   - Case study approach
   - Area study approach
   - Historical approach
   - Descriptive approach
   - Philosophical approach
   - International approach and
   - Gastronomic approach
3. Stages in the field study approach are:
   1. Preparatory stage
   2. Investigatory and analytical stage

3. Evaluatory and Comparative stage.

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7.8. UNIT - END EXERCISES

1. Identify factors that shape and influence education systems of the world.
2. Explain how any of these factors have shaped the education system of your country.
3. Write the factors that influence the growth of comparative education?
4. Enumerate the historical approach of comparative education.
5. Narrate the approach of field study.
6. How the religious factors affect the comparative education?

7.9. SUGGESTED READINGS

1. Bowlby, J. (1980) Attachment and Loss, vol. 3, New York, Basic Books.
2. Howes, C. and Matheson, C.C. (1992) 'Sequences in the development of competent play with peers: social and social pretend play', Developmental Psychology, vol. 28, no. 5, pp. 961–74.
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7. Antil, L., Jenkins, J., & Watkins, S. (1998). Cooperative learning: Prevalence, conceptualizations, and the relation between research and practice. American Educational Research Journal, 35(3), 419-454.

UNIT VIII -MODERN TRENDS IN WORLD EDUCATION

NOTES

Structure

8.1. Introduction

8.2. Objectives

8.3. National and Global Trends in Education

8.4. Modern Trends in Education

8.5. Role of Uno in Improving Education Opportunities

8.6. The Official Organs of Uno

- 8.6.1. General Assembly
- 8.6.2. Security Council
- 8.6.3. Economic and Social Council
- 8.6.4. Trusteeship Council
- 8.6.5. International Court of Justice
- 8.6.6. Secretariat

8.7. Let Us Sum Up

8.8. Answers to Check Your Progress

8.9. Unit – End Exercises

8.10. Suggested Readings

8.1. INTRODUCTION

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Education is a cornerstone in the bank's overall mission to help countries fight poverty. The World Bank's mission in education is to assist clients to improve access to relevant learning opportunities, use education resources wisely and fairly, and build stronger institutional capacity. More specifically, the bank works with national ministries of education to identify and implement the countries' strategic steps in order to provide access for all to quality education. The institution works in partnership with the client (or government) as well as other stakeholders, including bilateral-aid agencies, nongovernmental organizations (NGOs), and other members of civil society.

8.2 OBJECTIVES

- To study about the modern trends in world education.
- To make the students to use the modern technology in the classroom
- To give awareness of the development and growth of national educational system.
- To know about the role of UNO in improving the educational opportunities.

8.3 NATIONAL AND GLOBAL TRENDS IN EDUCATION

Education sprouts in many forms. Our views of what it should look like and how it should materialize depend on our value of it and our experience with it. What if a class consisted of words that led to information that whirled into blended realms of creativity set up just for students, created by students? The students then dictated what they learned instead of reluctantly ingesting information and standards imposed upon them. That exists here and now. In every nook and cranny, around every corner, inside every well-engineered lesson, students might just learn what they want to learn and actually find success while improving the world around them.

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8.4 MODERN TRENDS IN EDUCATION

1. Social Networking

With social networking growing to the point that Technocratic last tracked about 70 million updated blogs, using social networking to teach any subject and catapult students into a realm other than stagnant learning means blending the traditional education with modern communication. Many educators believe this is the route to engaging students in learning all the basic skills they need.

2. Self-Directed Learning

Students should constantly be generating original ideas from multiple sources of information–and be doing so guided by teachers, mentors and communities, all in pursuit of self-knowledge and self-created meaning and creativity.

3. School in the Clouds

After experimenting with a computer in a wall where poor children basically found a way to learn without a teacher, Sugata Mitra won the Ted Prize of $1 million in 2013. He wrote an ebook named Beyond the Hole in the Wall offering an ideal for education based on a very real premise that students learn no matter what social status or economic background. They simply need the tools with which to do so.

4. Problem-Based Learning

In regards to tertiary education, problem-based learning is gaining popularity in Australia. Students are given a real-world problem then they work together to find a solution to this. In Australia, nursing programmes have begun to embrace this style of teaching and learning because it challenges the students to work as if they're dealing with real problems they'll encounter in the workplace. Teachers find it invaluable because students learn more with this method.

5. Learning with Technologies

Another view found around the world surrounds the use of technologies as a key to students improving their learning and 'marketability.' Within the

realm of technologies, teachers encourage students to innovate, bringing them full-circle into the 21st-century where visibility and adaptability rule.

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6. Open Innovation

Open innovation promotes the idea of competition. In the business world this means opening up platforms for companies in the form of contests. In higher education, this means bringing together various institutions for competitions locally and globally. It means not confining it to only a select few but opening up to as many contestants as possible.

7. High-Quality Teachers

Another view and criticism of education puts the success or the blame on the teachers' low salary. Respect for the teaching profession is crucial to the process of growing high-quality teachers. Finnish educator PasiSahlberg believes that educators should be paid more and for good reason. In Finland, receiving placement in a master's programme for teachers is harder than getting a law or medical degree.

8. MOOCs & eLearning

Free education has materialized in the form of eLearning and Massive Open Online Courses as a direct result of students wanting to learn but not having the resources to do so whether that means they don't have the money or the background to achieve their learning goals.

9. Mobile Education

We move as a global society so that where ever we go, we carry our smartphones with us. Between conversations, we look down and tap away at whatever our minds fancy necessary or entertaining. So education, at least in the most cognizant facets, says it will be there too. It will walk with us on our journeys, our whims, our detours, and our desires. If we take our laptops around the world, education will walk with us according to mobile educational theories.

10.Gamification

The concept of gamification basically means introducing the gaming experience to environments where gaming would normally be

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unacceptable: Education. The word gamification was actually coined by an English programmer, Nick Pelling, in 2004. Adding gaming to education means simply enough that the user completes certain tasks for rewards just like in a video game.

Check your Progress- 1

Note : a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. What is self-directed Learning?

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8.5. ROLE OF UNO IN IMPROVING EDUCATION OPPORTUNITIES

The United Nations (UN) is an intergovernmental organization tasked with maintaining international peace and security, developing friendly relations among nations, achieving international co-operation, and being a centre for harmonizing the actions of nations. It was established after World War II, with the aim of preventing future wars, and succeeded the ineffective League of Nations.

Education is a vital human right and plays a key role in human, social, and economic development. The UNO works closely with developing countries to help them develop and implement quality education sector plans. UNO supports developing country governments to develop good quality education sector plans. Governments take the lead in planning and are accountable for delivery; UNO enables needs analysis, works to strengthen technical capacity, and brings in the talent and resources of all countries. UNO enables developing countries to address common education challenges through learning from each other, strengthening technical capacity, and accessing the best technical expertise.

Education is a human right

Despite great progress in the last few years, millions of children are still denied their right to education. Restricted access to education is one of the surest ways of transmitting poverty from generation to generation. Education is a vital human right, enshrined in the Universal Declaration of Human Rights and the United Nations Convention on the Rights of the Child. Every girl and every boy should have the right to a quality education so that they can have more chances in life, including employment opportunities, better health and also to participate in the political process.

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Investing in education yields significant development benefits

Education reduces poverty, boosts economic growth and increases income. It increases a person's chances of having a healthy life, reduces maternal deaths, and combats diseases such as HIV and AIDS. Education can promote gender equality, reduce child marriage, and promote peace. In sum, education is one of the most important investments a country can make in its people and its future.

Education is essential to the success of every one of the 17 global goals

Formally adopted at the UN General Assembly in September 2015, the Global Goals for Sustainable Development frame the global development agenda for 2016-2030. The Global Goal 4 on education aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."

Education is critical during times of conflict

In times of conflict and crisis, children are forced out of school, which contributes to higher drop-out rates and lower completion rates. Having a strong focus on education in these countries is critical, since education promotes stability, good governance, and peace. It can also provide a visible sign of a return to normalcy for children.

A poor quality education is almost like no education

Great progress has been achieved in enrolling children in school around the world. But it's not enough to get children in school, we also need to ensure

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that they learn to read, count, and acquire the necessary life skills. A special focus has to be given to the most vulnerable and marginalized groups (including children living in fragile and conflict-affected countries, children with disabilities, and girls) who are most likely to be affected because of a lack of well-trained teachers, inadequate learning materials, and unsuitable education infrastructure.

Good teachers are essential to achieve quality education

Good teachers are essential to solving the global learning crisis and closing the gap between poor and good quality education. Therefore, it is vital that all children have teachers that are well-trained, motivated, are able to identify weak learners, and are supported by well-managed education systems.

Achieving the Global Goal for education

Achieving the Global Goal for education by 2030 costs US$1.25 a day per child in developing countries. It costs on average US$1.25 a day per child in developing countries (low and lower-middle income) to provide a full cycle of pre-primary through secondary education (13 years). The largest share of this cost, 88%, is borne by the developing countries themselves. The international community should help in filling the funding gap of just 15 cents a day per child.

Educating girls has a multiplier effect

Educated girls and women tend to be healthier, have fewer children, earn more income and provide better health care for themselves and their future children. These benefits also are transmitted from generation to generation and across communities at large, making girls' education one of the best investments a country can make.

Children with disabilities are often excluded from education systems

In many countries, a combination of discrimination, social attitudes, poverty, lack of political will, and poor quality of human and material resources leave children with disabilities more vulnerable to being excluded from education. It is essential that societies adapt their education systems to

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ensure that these children can enjoy their basic human right without discrimination of any kind.

Early childhood education is vital to lifelong success

Investing in quality early childhood education brings the highest returns from individuals, societies and countries. Children who have access to quality early childhood programs do better in primary school and will have better education outcomes later. It is vital that low and lower middle-income countries invest more in affordable early childhood programs.

Check your Progress- 2

Note : a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

ii. What is United Nations?

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8.6. THE OFFICIAL ORGANS OF UNO

The main organs of the UN are the General Assembly, the Security Council, the Economic and Social Council, the Trusteeship Council, the International Court of Justice, and the UN Secretariat. All were established in 1945 when the UN was founded.

8.6.1. General Assembly

The General Assembly is the main deliberative, policymaking and representative organ of the UN. All 193 Member States of the UN are represented in the General Assembly, making it the only UN body with universal representation. Each year, in September, the full UN membership meets in the General Assembly Hall in New York for the annual General Assembly session, and general debate, which many heads of state attend and address. Decisions on important questions, such as those on peace and security, admission of new members and budgetary matters, require a two-thirds majority of the General Assembly. Decisions on other questions are

by simple majority. The General Assembly, each year, elects a President to serve a one-year term of office.

8.6.2. Security Council

The Security Council has primary responsibility, under the UN Charter, for the maintenance of international peace and security. It has 15 Members (5 permanent and 10 non-permanent members). Each Member has one vote. Under the Charter, all Member States are obligated to comply with Council decisions. The Security Council takes the lead in determining the existence of a threat to the peace or act of aggression. It calls upon the parties to a dispute to settle it by peaceful means and recommends methods of adjustment or terms of settlement. In some cases, the Security Council can resort to imposing sanctions or even authorize the use of force to maintain or restore international peace and security. The Security Council has a Presidency, which rotates, and changes, every month.

8.6.3. Economic and Social Council

The Economic and Social Council is the principal body for coordination, policy review, policy dialogue and recommendations on economic, social and environmental issues, as well as implementation of internationally agreed development goals. It serves as the central mechanism for activities of the UN system and its specialized agencies in the economic, social and environmental fields, supervising subsidiary and expert bodies. It has 54 Members, elected by the General Assembly for overlapping three-year terms. It is the United Nations' central platform for reflection, debate, and innovative thinking on sustainable development.

8.6.4. Trusteeship Council

The Trusteeship Council was established in 1945 by the UN Charter, under Chapter XIII, to provide international supervision for 11 Trust Territories that had been placed under the administration of seven Member States, and ensure that adequate steps were taken to prepare the Territories for self-government and independence. By 1994, all Trust Territories had attained self-government or independence. The Trusteeship Council

suspended operation on 1 November 1994. By a resolution adopted on 25 May 1994, the Council amended its rules of procedure to drop the obligation to meet annually and agreed to meet as occasion required -- by its decision or the decision of its President, or at the request of a majority of its members or the General Assembly or the Security Council.

8.6.5. International Court of Justice

The International Court of Justice is the principal judicial organ of the United Nations. Its seat is at the Peace Palace in the Hague (Netherlands). It is the only one of the six principal organs of the United Nations not located in New York (United States of America). The Court's role is to settle, in accordance with international law, legal disputes submitted to it by States and to give advisory opinions on legal questions referred to it by authorized United Nations organs and specialized agencies.

8.6.6. Secretariat

The Secretariat comprises the Secretary-General and tens of thousands of international UN staff members who carry out the day-to-day work of the UN as mandated by the General Assembly and the Organization's other principal organs. The Secretary-General is chief administrative officer of the Organization, appointed by the General Assembly on the recommendation of the Security Council for a five-year, renewable term. UN staff members are recruited internationally and locally, and work in duty stations and on peacekeeping missions all around the world. But serving the cause of peace in a violent world is a dangerous occupation. Since the founding of the United Nations, hundreds of brave

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Check your Progress- 3

Note : a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

iii. What are the organs of UNO?

men and women have given their lives in its service.

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8.7. LET US SUM UP

In this unit we have learnt about the new and global trends in education. Because of the technological development, we are in the position to accept the changes in the teaching methods and materials. Next the role of UNO in improving educational opportunities among the member countries and the official organs of UNO and its educational activities.

8.8. ANSWERS TO CHECK YOUR PROGRESS

1.Self-Directed Learning

Students should constantly be generating original ideas from multiple sources of information–and be doing so guided by teachers, mentors and communities, all in pursuit of self-knowledge and self-created meaning and creativity.

2. United Nations

The United Nations (UN) is an intergovernmental organization tasked with maintaining international peace and security, developing friendly relations among nations, achieving international co-operation, and being a centre for harmonizing the actions of nations. It was established after World War II, with the aim of preventing future wars, and succeeded the ineffective League of Nations.

3. Organs of UNO

The main organs of the UN are

- General Assembly
- Security Council
- Economic and Social Council
- Trusteeship Council
- International Court of Justice
- Secretariat

8.9. UNIT – END EXERCISES

1. Give the detail study on the modern trends in education

2. How the UNO improve the educational opportunities among the member countries
3. Narrate the technology used in the classroom while learning

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8.10. SUGGESTED READINGS

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BLOCKIII: COMPARATIVE STUDY, HIGHER EDUCATION STATUS AND PROBLEMS OF EDUCATION

UNIT IX-COMPARATIVE STUDY

Structure

9.1. Introduction

9.2. Objectives

9.3. Primary Education in USA

9.4. Primary Education in Russia

9.5. Primary Education in UK

9.6. Primary Education in India

9.6.1. Historical Development of Primary Education

9.6.2. Aims and Objectives of Primary Education

9.6.3. Strategies for Achievement of Universalization on Primary Education

9.7. Secondary Education in USA

9.8. Secondary Education in Russia

9.9. Secondary Education in U. K

9.10. Secondary Education System in India

9.11. Let Us Sum Up

9.12. Answers for Check Your Progress

9.13. Unit – End Exercises

9.14. Suggested Readings

9.1. INTRODUCTION

School is the place where a person spends a lot of time in his entire life. In school, we learn the basic skills i.e. to read, write do arithmetic, meet/ interact with new people from different cultures, religions &diversity, and much more. Education is the basic fundamental right of humans. It plays a major role in the upliftment of a person as well as his society. It is a tool that helps us to prepare for our future life. There are many education systems around the world that forces us to think about how we impart education to our students. The few countries that dominate conversations of good education systems are USA, UK, RUSSIA, and INDIA. Let's take a deep dive into the education systems of these countries and understand what is working in their favour.

9.2. OBJECTIVES

- To study about the primary education of India.
- To give the awareness about the primary education is compulsory.
- To know about the research findings of the educational system in UK,USA,RUSSIA and INDIA.
- To know about the difference between the two countries about the primary education.
- To study about the educational patterns of primary education.

9.3. PRIMARY EDUCATION USA

Historically, in the United States, local public control (and private alternatives) have allowed for some variation in the organization of schools. Elementary school includes kindergarten through sixth grade (or sometimes, to fourth grade, fifth grade or eighth grade). Basic subjects are taught in elementary school, and students often remain in one classroom throughout the school day, except for specialized programs, such as physical education, library, music, and art classes. There are (as of 2001) about 3.6 million children in each grade in the United States.

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9.4. PRIMARY EDUCATION IN RUSSIA

Russia has one of the best mass-education systems in the world, producing a literacy rate of 98% (higher than most Western European countries). The system consists of obligatory basic education and higher education.

Education in Russia is compulsory for children between the ages of 6 and 15. It consists of primary school education for ages 6-10, followed by senior school for ages 10-15. If a pupil of secondary school wishes to go on in higher education, he or she must remain to complete secondary school for 2 more years, from ages 15-17.

Primary and secondary school includes 11 years of study. Every school has a core curriculum of academic subjects. After completing this stage, pupils are awarded the Attestat o Srednem (Polnom) ObshchemObrazovanii (Certificate of Secondary Complete General Education).

At 15 years old, children may choose to enter a vocational school or non-university institute. These typically offer programmes of academic subjects and a programme of training in a technical field until students reach 17 or 18. Such institutions used to be called technikum but now most of them are known as colleges.

Class work often means reciting and written and oral testing. Criticism by the teacher in front of the class is frequent. If a student does not perform to standard, they will be ‘left back’ to remain another year.

9.5. PRIMARY EDUCATION IN UK

Primary education (4 to 11 years)

Primary education is for children aged 4 to 11 in maintained schools in Cambridgeshire. This includes the following school types:

- Primary schools
- Infant schools
- Junior schools
- First schools
- Middle schools

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- Special schools

These schools all follow the same curriculum (the main difference between them is the age of the pupils they admit).

Curriculum

The curriculum is organized into blocks of learning called Key Stages.

Key Stage 1 covers first and second primary school years (reception year is covered by the Early Years Foundation Stage).

Key Stage 2 covers third to sixth primary school years.

The **subjects** which are covered in Key Stages 1 and 2 are the same:

- English
- Maths
- Science
- Design and technology
- Information and Communication Technology (ICT)
- History
- Geography
- Art and design
- Music
- Physical education

Schools also have to teach religious education - although you have the right to withdraw your child from all or part of the curriculum.

Schools are advised to teach personal, social, health education (PSHE), citizenship and one modern language.

For more information on the curriculum for specific subjects in primary schools go to the Department for Education website.

Assessment

Children are assessed by teachers through end of key stage tests to see how they are doing and to identify which pupils may need more help.

Year 1 (Key Stage 1)

Children have a phonics test in June.

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To find out more about phonics go to the Department for Education website.

Year 2 (Key Stage 1)

A teacher assessment at the end of Key Stage 1 will assess your child on:

- Reading
- Writing
- Speaking and Listening
- Maths
- Science

The school will send you a report telling you what level your child is working at.

Year 6 (Key Stage 2)

In May of Year 6, pupils take national tests which are designed to assess their level of knowledge and understanding in:

- English - reading, writing (including handwriting) and spelling
- Maths (including mental arithmetic)
- Science

If you are worried about your child's progress, you can make an appointment to see their teacher.

9.6. PRIMARY EDUCATION IN INDIA

Primary education also called an elementary education is typically the first stage of formal education, coming after preschool and before secondary education (The first two grades of primary school, Grades 1 and 2, are also part of early childhood education). Primary education usually takes place in a primary school or elementary school. In some countries, primary education is followed by middle school, an educational stage which exists in some countries, and takes place between primary school and high school. Primary Education in Australia consists of grades foundation to grade 6. In the United States, primary education is Grades 1-3.

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9.6.1. Historical Development of Primary Education

In the year 1882, Lord Ripon appointed Indian Education commission under the chairmanship of William Hunter mainly to review the progress of primary education.

The commission recommended "Primary education be regarded as the instruction of the masses through the vernacular in such subjects as will best fit them for their position in life, and be not necessarily regarded as a portion of instruction leading up to the university."

The stages of primary education were divided into two like lower primary stage and upper primary stage. Provisions were made for reading, writing and arithmetic with history, geography and Science in these primary schools.

9.6.2. Aims and Objectives of Primary Education

The following are the aims and objectives of Primary education suggested by different committees and educational policies.

The educational policies commission (1948) has identified the following three goals for elementary education:

i) To develop the basic skills, independence and initiative for successfully solving the problems.
ii) To develop fully all the humane and constructive talents of each individual and
iii) To develop social responsibility and co-operate in improvement of social institutions.

9.6.3. Strategies for Achievement of Universalization on Primary Education

In order to solve the problems of universalization of primary education the government both central and state level has undertaken some of the strategies which are as follows:

(a) The constitution (Eighty third Amendment) Bill, 1997 was introduced in the RajyaSabha on 28" July, 1997 to make right to free and compulsory education for 6-14 years of age a Fundamental

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Right. Accordingly the LokSabha, on November 28, 2001, unaxionously passed a constitution amendment making education for children in the age group of 6-14 years of fundamental right.In this regard the parliament passed the 26‴ Amendment Act, 2002 to make elementary -education a Fundamental Right for children in the age group of 6-14 years.

(b) In order to create parental awareness and community involvement, a new scheme SarvaShikshaAbhiyan was evolved to pursue universal elementary education in a mission mode.

(c) It is essential to ensure appropriate economic incentives like free uniforms; free learning materials and compensation to the families of children to economically and socially backward sections of society scheduled castes and scheduled tribes.

(d) The scheme of operation Blackboard was launched in 1987-88 with the aims of providing improved infrastructure in schools.

(e) District Primary Education programme was launched in 1994 as a major initiative to achieve the objective of Universalization of Primary Education.

(f) A National Programme of Nutritional support to primary education commonly called the Mid-day meals scheme launched on 15 August, 1995 is aimed at improving enrolment, attendance and retention in primary classes.

(g) The scheme of Non-formal education (NFE) was introduced in 1970-80 to target out of school children in the age group of 6-14 years who had remained out-side the formal schooling.

(h) Steps were taken the check the wastage and stagnation in primary education level.

(i) Universal Provision of girl's education would be a major step forward to the attainment of universal compulsory primary education councils for the Welfare of women and children both at

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the centre and stake levels should contribute their best efforts in this direction.

(j) ShickshaKarmi and ShikshaSahayak Project aim at universalization and qualitative improvement of primary education on remote and backward areas.

Check your Progress- 1

Note : a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. Mention the types of schools in UK

……………………………………………………………………………
……………………………………………………………

ii. List out the Subjects covered in UK primary schools.

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9.7. SECONDARY EDUCATION IN USA

Secondary education is often divided into two phases, middle/junior high school and high school. Students are usually given more independence, moving to different classrooms for different subjects, and being allowed to choose some of their class subjects (electives)

Middle school" (or "junior high school") has a variable range between districts. It usually includes seventh and eighth grades and occasionally also includes one or more of the sixth, ninth, and very occasionally fifth grades as well. High school (occasionally senior high school) includes grades 9 through 12. Students in these grades are commonly referred to as freshmen (grade 9), sophomores (grade 10), juniors (grade 11) and seniors (grade 12). At the high school level, students generally take a broad variety of classes without specializing in any particular subject, with the exception of vocational schools. Students are generally required to take a broad range of mandatory subjects, but may choose additional subjects ("electives") to fill out their required hours of learning. High school grades normally are included in a student's official transcript, e.g. for college admission.

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Each state sets minimum requirements for how many years of various mandatory subjects are required; these requirements vary widely, but generally include 2–4 years of each of: Science, Mathematics, English, Social sciences, Physical education; some years of a foreign language and some form of art education are often also required, as is a health curriculum in which students learn about anatomy, nutrition, first aid, sexuality, drug awareness, and birth control. In many cases, however, options are provided for students to "test out" of this requirement or complete independent study to meet it.

Many high schools provide Honors, Advanced Placement (AP) or International Baccalaureate (IB) courses. These are special forms of honors classes where the curriculum is more challenging and lessons more aggressively paced than standard courses. Honors, AP or IB courses are usually taken during the 11th or 12th grade of high school, but may be taken as early as 9th grade. Some international schools offer international school leaving qualifications, to be studied for and awarded instead of or alongside of the high school diploma, Honors, Advanced Placement, or International Baccalaureate. Regular honors courses are more intense and faster pace than typical college preparatory courses. AP and IB on the other hand, are college-level classes.

9.8. SECONDARY EDUICATION IN RUSSIA

Secondary Education Stages The secondary education system consists of three stages, corresponding to the age of children and their learning opportunities: Elementary school includes grades 1-4 where children enter after kindergarten. At this stage, the generated classes study different subjects with the same teacher; much attention is paid not only to the study of disciplines, but also to the comprehensive development of students. Many visual aids and methods of presenting information are used during the lessons, game elements or author’s methodologies may also take place; Grades 5 to 9 are the final stage of the school education compulsory part. The curriculum substantially expands the list of subjects, and they are read

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by different teachers, each specializes in one discipline. After grade 9, a student can enter a college or a technical school for vocational education; Russian high school includes grades 10 and 11 and is a preparatory stage for a university. On this stage scholars decide on the future profession and focus on the subjects necessary for the exam.

The secondary education in Russia has two types of educational institutions with a different teaching approach. Thus, general school offers a simple state program that covers all the necessary subjects for further education. The time for all disciplines is equally distributed. Specialized schools may be called lyceums, gymnasiums or schools with in-depth study of specific subjects – humanitarian, physical and mathematical, historical or linguistic. These schools provide additional hours for principal subjects and additional disciplines that allow students get deep knowledge in several areas compared to general school. After secondary school children can apply to a university. You can check for education programmes or create personal account and contact chosen university directly.

9.9. SECONDARY EDUCATION IN U. K (11 TO 16 YEARS)

Secondary education is for students aged 11 to 16. This includes the following school types:

- Secondary schools
- Middle schools
- Upper schools
- Special schools
- University technical colleges

Qualifications from 14 to 16

GCSEs - General Certificate of Secondary Education

GCSEs are the main qualification students take in Years 10 and 11. Depending on what's available in individual schools, students can take GCSEs in a whole range of subjects from Maths, English, French and Art to Applied Business, Engineering and Health and Social Care. GCSEs are two

year courses. To find out more about GCSEs, please visit the Bright Knowledge website.

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Diplomas

Diplomas combine theoretical study with practical activities. They are designed to help students develop the skills that employers and universities look for. They are two year courses and are available in a range of subjects.

Work related courses

Work related courses are designed for students who want to learn more about a particular area of work. They are usually offered by BTEC or OCR examination boards. They are available in subjects such as Applied Science, Engineering, Business and Performing Arts. Students can take these work related courses in conjunction with their GCSEs.

Specialist industry-led qualifications

University Technical Colleges offer 14 to 19 year olds the opportunity to take a full-time, technically-oriented course of study. Some of the subjects offered are biomedical and environmental science. Entrepreneurial activities and employer-led projects, as well as specific enterprise-focused events, will be part of the specialist industry-led qualifications. Students will still be expected to study GCSE courses, but 40% of the course will focus on the industry-led qualification.

9.10. SECONDARY EDUCATION SYSTEM IN INDIA

Meaning of Secondary Education System:

Secondary education occupies a very strategic position in the educational pattern of the country. It is the link between primary education and higher education. Primary education is intended to provide minimum requirements for survival whereas secondary education enables an individual to become full members of the complicated society.

After independence our country achieved great remarkable changes in the field of secondary education. The Government of India, Soon after attainment of independence appointed a number of committees and commissions to review the system of secondary education.

Aims and Objectives of Secondary Education*:*

Various committees have given their valuable suggestions regarding the aim and objectives of secondary education after independence.

They are as follows:

Aims of secondary education according to secondary education commission (1952-53):

1. To bring all round development among the learner.
2. To train the young mass of the country to be good citizens who will be competent to play their part effectively in the social and economic development of the country.
3. To promote social virtues, intellectual development and practical skills of students.
4. To Train character of students to enable them to participate creatively as citizens in the emerging social order.
5. To improve practical and vocational efficiency of the students.
6. To develop a scientific attitude of mind to think objectively.
7. To inculcate the qualities necessary for living harmoniously and efficiently with one’s fellowmen.
8. To develop artistic and cultural interests which are essential for self-expression and development of all round personality of pupils.

As per the recommendations of Indian Education commission, education was reconstructed for the economic and cultural development of the country. Importance was given on qualitative development of secondary education by relating education with the real life situations of the students. Besides these, the secondary education should be based on a national curricular frame work which contains a common core along with other components that are flexible. The common core would include the history of India’s Freedom Movement the constitutional obligations and the other content essential to nature and national identity. Promotion of vocational efficiency should form an integral part of secondary education.

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Check your Progress- 2

Note : a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

iii. What is secondary Education?

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………………………………………………………………………

iv. Mention the type of secondary Education Schools in U.K.

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9.11. LET US SUM UP

A school is important as it serves a no. of purposes in life such as a child becomes socialized, civilized while going to school, learn how to make friends & develop long relationships with them, teamwork, co-ordination, co-operation, how to behave well with others, and the most important thing that a person gains from school, is education. In this unit we have learnt about the primary education of the countries such as USA, UK, RUSSIA and INDIA.

9.12. ANSWERS FOR CHECK YOUR PROGRESS

1. Primary school types in UK

- Primary schools
- Infant schools
- Junior schools
- First schools
- Middle schools
- Special schools

2. The subjects which are covered in U.K schools

- English
- Maths
- Science
- Design and technology

- Information and Communication Technology (ICT)
- History
- Geography
- Art and design

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3. Secondary education occupies a very strategic position in the educational pattern of the country. It is the link between primary education and higher education. Primary education is intended to provide minimum requirements for survival whereas secondary education enables an individual to become full members of the complicated society.

4. Secondary Education school types in U.K

- Secondary schools
- Middle schools
- Upper schools
- Special schools
- University technical colleges

9.13. UNIT – END EXERCISES

1) Compare the primary education level of USA and UK?
2) State the level of education in India and compare it with Russia?
3) What do you mean by secondary education give the stages of secondary education in India?

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UNIT X -HIGHER EDUCATION STATUS

NOTES

Structure

10.1. Introduction
10.2. Objectives
10.3. Higher Education
10.4. Higher Education System In UK
  10.4.1. Types of Higher Education Institutions
  10.4.2. Admission Requirements
10.5. Educational System in USA
  10.5.1. The U.S. Higher Education System: Levels of Study
  10.5.2. Types of USA Higher Education
  10.5.3. Characteristics of the USA Higher Education System
10.6. Higher Education System in Russia
  10.6.1. Levels of Higher Education System
10.7. Higher Education in India
  10.7.1. Growth of Higher Education Sector in India
  10.7.2. Challenges in Higher Education in India
  10.7.3. Structure of Higher Education
  10.7.4. Opportunities in Higher Education
10.8. Teacher Education in UK
  10.8.1 Undergraduate Teacher Training
  10.8.2. Postgraduate Teacher Training
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10.1. INTRODUCTION

Higher education, also called post-secondary education, third-level or tertiary education, is an optional final stage of formal learning that occurs after completion of secondary education. It is delivered at universities, academies, colleges, seminaries, conservatories, and institutes of technology, and through certain college-level institutions, including vocational schools, trade schools, and other career colleges that award degrees. Tertiary education at non-degree level is sometimes referred to as further education or continuing education as distinct from higher education. Higher education includes teaching, research, exacting applied work (e.g. in medical schools and dental schools), and social services activities of universities. Within the realm of teaching, it includes both the undergraduate level, and beyond that, graduate-level (or postgraduate level).

10.2. OBJECTIVES

- To provide the knowledge about the Higher education.
- To study about the status of higher education.
- To enable the knowledge about teacher education in USA,UK, Russia and India.
- Compare the problems of higher education in the following countries USA, UK, Russia and India.
- To study about the methods of higher education in developing countries.

10.3. HIGHER EDUCATION

To start with the definition of the term-Higher Education- In fact, there is no simple definition of higher education. The international definition of tertiary (post school) education divides it into two parts. Type A (Higher Education) and Type B (Further Education). A higher education qualification at degree level takes a minimum of three years to complete, more typically four. It will have a theoretical underpinning, it will be at a level which would qualify someone to work in a professional field and it

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will usually be taught in an environment which also includes advanced research activity. Shortly, Higher education mainly and generally means university level education. It offers a number of qualifications ranging from Higher National Diplomas and Foundation Degrees to Honors Degrees and as further step, Postgraduate programmes such as Masters Degrees and Doctorates. These are recognized throughout the world as representing specialist expertise supported by a wide range of skills that employers find very useful. Further education is generally includes those post graduate studies in where you can gain your Master and Doctorate degrees.

Here are the definitions of most frequently used terms related to Higher Education:

Bachelor's Degree

It is usually an undergraduate academic degree awarded for a course or major that generally lasts three or four years. (Note that some postgraduate degrees are entitled Bachelor of ..., e.g. CanakkaleOnsekiz Mart University's Bachelor of Philosophy.

Master Degree

It is an academic degree usually awarded for completion of a postgraduate or graduate course of one to three years in duration. In the UK it is sometimes awarded for an undergraduate course whose final year consists of higher-level courses and a major research project. In the recent standardized European system of higher education diplomas, it corresponds to a two-year graduate program to be entered after three years of undergraduate studies and in preparation for either high-qualification employment or for doctoral studies.

Doctorate

It is an academic degree of the highest level. Traditionally, the award of a doctorate implies recognition of the candidate as an equal by the university faculty under which he or she has studied. There are essentially three types of doctorates: research, first-professional (USA only), and honorary. Research doctorates are nearly always awarded in recognition of

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academic research that is of a publishable standard (even if not actually published) and represents at least a modest contribution to human knowledge.

10.4. HIGHER EDUCATION SYSTEM IN UK

10.4.1. Types of Higher Education Institutions

Universities and University Colleges

Not all higher education institutions have the right to use the title 'university', which is regulated by law. There are two routes to securing this right:

Under the Further and Higher Education Act 1992, the Privy Council is responsible for approving the use of the word 'university' (including 'University College'). Prior to 2005, there was an additional requirement of research degree awarding powers. Institutions may also obtain approval for the use of the word 'university' in their names under the provisions of the Companies Act 2006.

Since 2005, institutions that have taught degree awarding powers and at least 4 000 full-time equivalent students, of whom at least 3 000 are registered on degree (including Foundation Degree) level courses have also been permitted to apply to use the title 'university'. Following on from the proposals set out in the White Paper Higher Education: Students at the Heart of the System (BIS, 2011), the requirement was reduced to 1 000 full-time students and subsequently, in 2012/13 ten long-established specialist institutions, which were mainly former arts, agricultural or teacher training colleges, gained university title.

Institutions that award taught degrees but which do not meet the numerical criteria for university title may apply to use the title 'university college', although not all choose to do so. A higher education institution (HEI) is defined as i) a university, or ii) an institution conducted by a higher education corporation, or iii) a institution designated as eligible to receive support from funds administered by the Higher Education Funding Council

for England (HEFCE) (aside from Further Education Colleges, which are defined below).

Further Education Institutions

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Higher education programmes are also provided in over 250 further education colleges, ranging from those with fewer than 50 students to those with nearly 4000 (see the article 'Institutions Providing Adult Education and Training'). Such programmes are normally designed and approved directly by a higher education institution with degree awarding powers, under a formal recognition arrangement. Some short-cycle programmes are awarded by a national awarding body. **Alternative Providers**

Higher education is also provided in an increasing number of independent private institutions, including both for-profit and not-for-profit organisations, which receive no direct government funding. Also termed 'alternative providers', these are defined as any provider of higher education courses which: is not in direct receipt of recurrent funding from HEFCE or from equivalent bodies in the Devolved Administrations; or does not receive direct recurrent public funding (for example, from a local authority, or from the Secretary of State for Education); and is not a further education college.

First Cycle Programmes

First cycle programmes include bachelor's degrees with honours – the largest group of higher education qualifications – and other qualifications at Level 6 of the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ). See the article on 'Bachelor'. First cycle programmes also include Foundation Degrees, Diplomas of Higher Education and Higher National Diplomas and other qualifications at Level 5 of the FHEQ. The FHEQ also includes some higher education qualifications at a lower level. Higher National Certificates, Certificates of Higher Education and other qualifications at Level 4 of the FHEQ

Branches of Study

The largest group of higher education qualifications at this level are bachelor's degrees with honours – often known as honours degrees. Bachelor's degrees can also be awarded without honours, in which case they may be known as 'ordinary' or 'pass' degrees. Programmes leading to a bachelor's degree are normally of three or four years' duration for full-time students. Three years is more common, but four-year programmes are more common for languages and for 'sandwich' courses that include a year abroad or a work experience year. Most, but not all, higher education institutions (HEIs) use credit-based systems in the design and management of curricula and the standards of qualifications, and share a common understanding of credit and usage of 120 credits to denote a volume of learning that a learner will spend, on average, to achieve the specified learning outcomes in an academic year. Bachelor's degrees with honours have a typical total volume of at least 360 credits, and bachelor's degrees awarded without honours have a typical total volume of at least 300 credits.

10.4.2. Admission Requirements

Admissions Policies and Entry Requirements

Institutions determine their own admissions policies and the minimum entry requirements for each programme. For bachelor's degrees, the minimum entry requirement is usually two or three General Certificate of Education Advanced-level (GCE A level) passes, as well as a minimum number of General Certificate of Secondary Education (GCSE) passes at grade C or above. These remain the most common form of entry qualification held by young entrants to higher education. A wide range of other qualifications is acceptable for entry. They include the International Baccalaureate and some vocational options such as GCE A levels in applied subjects and Edexcel BTEC National Qualifications.

10.5. EDUCATIONAL SYSTEM IN USA

The American education system offers a rich field of choices for international students. As you begin your school search, it's important to familiarize yourself with the American education system. Understanding the system will help you narrow your choices and develop your education plan.

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10.5.1. The U.S. Higher Education System: Levels of Study

First Level: Undergraduate

A student who is attending a college or university, and has not yet earned a Bachelor's degree, is studying at the undergraduate level. It typically takes about four years to earn a Bachelor's degree. You can either begin your studies in pursuit of a Bachelor's degree at a community college or a four-year university or college.

Your first two years of study you will generally be required to take a wide variety of classes in different subjects, commonly known as prerequisite courses: literature, science, the social sciences, the arts, history, and so forth. This is so you achieve a general knowledge, a foundation, of a variety of subjects prior to focusing on a specific field of study.

Many students choose to study at a community college in order to complete the first two years of prerequisite courses. They will earn an Associate of Arts (AA) degree and then transfer to a four-year university or college.

A "major" is the specific field of study in which your degree is focused. For example, if someone's major is journalism, they will earn a Bachelor of Arts in Journalism. You will be required to take a certain number of courses in this field in order to meet the degree requirements of your major. You must choose your major by the beginning of your third year of school.

Second Level: Graduate in Pursuit of a Master's Degree

Presently, a college or university graduate with a Bachelor's degree may want to seriously think about graduate study in order to enter certain

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professions or advance their career. This degree is usually mandatory for higher-level positions in library science, engineering, behavioral health, and education.

Furthermore, international students from some countries are only permitted to study abroad at a graduate level. You should inquire about the credentials needed to get a job in your country before you apply to a postgraduate university in the US.

Graduate programs in pursuit of a Master's degree typically take one to two years to complete. For example, the MBA (master of business administration) is an extremely popular degree program that takes about two years. Other Master's programs, such as journalism, only take one year.

The majority of a Master's program is spent in classroom study and a graduate student must prepare a long research paper called a "Master's thesis" or complete a "Master's project."

Third Level: Graduate in Pursuit of a Doctorate Degree

Many graduate schools consider the attainment of a Master's degree the first step towards earning a PhD (Doctorate). But at other schools, students may prepare directly for a Doctorate without also earning a Master's degree. It may take three years or more to earn a PhD degree. For international students, it may take as long as five or six years.

For the first two years of the program, most Doctoral candidates enroll in classes and seminars. At least another year is spent conducting firsthand research and writing a thesis or dissertation. This paper must contain views, designs, or research that has not been previously published.

A Doctoral dissertation is a discussion and summary of the current scholarship on a given topic. Most US universities awarding Doctorates also require their candidates to have a reading knowledge of two foreign languages, to spend a required length of time "in residence," to pass a qualifying examination that officially admits candidates to the PhD program, and to pass an oral examination on the same topic as the dissertation.

10.5.2. Types of USA Higher Education

State College or University

A state school is supported and run by a state or local government. Each of the 50 US states operates at least one state university and possibly several state colleges. Many of these public universities schools have the name of the state, or the actual word "State" in their names: for example, Washington State University and the University of Idaho.

Private College or University

These schools are privately run as opposed to being run by a branch of the government. Tuition will usually be higher than state schools. Often, private US universities and colleges are smaller in size than state schools.

Religiously affiliated universities and colleges are private schools. Nearly all these schools welcome students of all religions and beliefs. Yet, there are a percentage of schools that prefer to admit students who hold similar religious beliefs as those in which the school was founded.

Community College

Community colleges are two-year colleges that award an Associate's degrees (transferable), as well as certifications. There are many types of Associate's degrees, but the most important distinguishing factor is whether or not the degree is transferable. Usually, there will be two primary degree tracks: one for academic transfer and the other prepares students to enter the workforce straightaway. University transfer degrees are generally Associate of Arts or Associate of Science. Not likely to be transferrable are the Associate of Applied Science degrees and certificates of completion.

Institute of Technology

An institute of technology is a school that provides at least four years of study in science and technology. Some have graduate programs, while others offer short-term courses.

10.5.3. Characteristics of the USA Higher Education System

Classroom Environment

Classes range from large lectures with several hundred students to smaller classes and seminars (discussion classes) with only a few students. The American university classroom atmosphere is very dynamic. You will be expected to share your opinion, argue your point, participate in class discussions, and give presentations. International students find this one of the most surprising aspects of the American education system.

Credits

Each course is worth a certain number of credits or credit hours. This number is roughly the same as the number of hours a student spends in class for that course each week. A course is typically worth three to five credits.

A full-time program at most schools is 12 or 15 credit hours (four or five courses per term) and a certain number of credits must be fulfilled in order to graduate. International students are expected to enroll in a full-time program during each term.

Transfers

If a student enrolls at a new university before finishing a degree, generally most credits earned at the first school can be used to complete a degree at the new university. This means a student can transfer to another university and still graduate within a reasonable time.

Grading System

Just like American students, you will have to submit your academic transcripts as part of your application for admission to university or college. Academic transcripts are official copies of your academic work. In the US this includes your "grades" and "grade point average" (GPA), which are measurements of your academic achievement. Courses are commonly graded using percentages, which are converted into letter grades.

The grading system and GPA in the US can be confusing, especially for international students. The interpretation of grades has a lot of variation. For example, two students who attended different schools both submit their transcripts to the same university. They both have 3.5 GPAs, but one

student attended an average high school, while the other attended a prestigious school that was academically challenging. The university might interpret their GPAs differently because the two schools have dramatically different standards.

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Academic Year

The academic calendar usually begins in August or September and continues through May or June. The majority of new students begin in Autumn, so it is a good idea for international students to also begin their US university studies at this time. There is a lot of excitement at the beginning of the school year and students from many great friendships during this time, as they are all adjusting to a new phase of academic life. Additionally, many courses are designed for students to take them in sequence, starting in Autumn and continuing through the year.

The academic year at many schools is composed of two terms called "semesters." (Some schools use a three-term calendar known as the "trimester" system.) Still, others further divide the year into the quarter system of four terms, including an optional summer session. Basically, if you exclude the summer session, the academic year is either comprised of two semesters or three quarter terms.

10.6. HIGHER EDUCATION SYSTEM IN THE RUSSIA

The education system in the Russia is regulated by the Constitution of the RF (1993), the Law on Education in the RF (adopted in 2012 and enacted in 2013) and the Federal Programme "Development of Education" for years 2018-2025. The key principles governing the education system are universal access, quality and personal development. The governance of the HE system is executed on three levels: federal, regional and municipal. The Ministry of Science and Higher Education - the key federal authority - is responsible for setting education standards and for policy-making, including the financial policy and the legal regulation of the system of higher education. The HE policy is implemented by the regional education administrations and HEIs that have significant autonomy and can adopt

their own regulations. The regional law-making authorities can adopt regional education legislation. On the institutional level, the Rector, who normally serves for five years and is eligible for reappointment for another five- year term, is the chief academic and administrative officer of the University and has a number of deputy/vice-rectors responsible for specific activities and operational issues.

All HEIs in Russia fall under the following categories: public federal universities, national research universities, flagship public regional universities, branches of the public federal and national research universities, other public universities, and private universities. The two-cycle system (Bachelor and Master) compatible with the Bologna requirements has been mandatory since 2011 with the exception of a number of specialized areas where professional degrees are awarded. The third-cycle study programmes have been institutionalized in Russia only recently. Under the Law on Education, doctoral studies are recognized as a separate cycle. Study programmes and curricula of all three cycles are developed in line with the state HE standards.

HEIs deliver Bachelor, Master, and Doctoral programmes (as well as traditional one-cycle HE programmes (specialist), leading to Bachelor, Master, candidate of sciences degrees and specialist qualifications, respectively. The duration of the programmes is: four years for Bachelor, two years for Master, three (four for certain subject areas) years for full-time doctoral programmes, and five/six years for one-cycle professional programmes, depending on the area of training. A standard programme/course includes lectures, seminars, students' independent work, laboratory work and industry placements/workplace training/work based learning (practical training periods). Curricula for all cycles comprise a mandatory part and electives. The mandatory part comprises 50% for bachelor programmes, and 70% - for specialist programmes and 15% for master programmes.

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10.6.1. Levels of Higher Education System

Russia's present-day education system is based upon the Bologna principles and includes such levels of education as bachelor's degree, specialist degree, master's degree, postgraduate, clinical internship etc

Level 1: Bachelor's Degree

This is a complete higher education course. Individuals who have completed education equivalent to Russian general secondary or vocational secondary education can enrol in a Bachelor's Degree course. The course lasts 4 years and gives general fundamental training. At the end of their Degree, students defend their thesis. If successful, the student is awarded a Bachelor's Degree certificate (BA, BSc). The certificate grants the student the right to work according to profession or to further their studies on a Master's Degree course.

Level 2: Specialist Degree

Unlike Bachelor's Degrees, Specialist Degrees are more focused on practical work in industry according to the selected discipline. These programmes are offered to individuals who have education equivalent to Russian general secondary or vocational secondary education. The course lasts for a minimum of 5 years. Based on the examination results and thesis defence, a Specialist Degree certificate specifying the qualification (e.g., "Astronomer," "Teacher," "Information Security Specialist," etc.) may be issued. Graduates of a Specialist Degree may work in industry or further their studies on a Master's or other postgraduate course

Master's Degree:

This allows in-depth specialisation in the student's chosen field. Bachelor's and Specialist Degree holders can enrol in Master's Degree courses. The course lasts at least two years and involves training students for research work. Students defend a thesis which, if successful, leads to a Master's Degree certificate and the qualification of Master.

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Level 3: Highest Professional Training

Postgraduate Course is a form of training for academics. Graduates of a Master's or Specialist Degree can enrol in a postgraduate course. The course includes study, teaching, hands-on experience, and research. Postgraduate students select a research field and subject of research for their dissertation. Full-time study lasts at least 3 years, while part-time study lasts at least 4 years. A graduate is awarded a postgraduate certificate with the corresponding qualification ("Research Fellow," "Research Teaching Fellow"). Depending on the awarded to confirm the qualification.

10.7. HIGHER EDUCATION IN INDIA

The world has realized that the economic success of the states is directly determined by their education systems. India's higher education system is the world's third largest in terms of students, next to China and the United States. In future, India will be one of the largest education hubs. India's Higher Education sector has witnessed a tremendous increase in the number of Universities/University level Institutions & Colleges since independence. The 'Right to Education Act' which stipulates compulsory and free education to all children within the age groups of 6-14 years, has brought about a revolution in the education system of the country with statistics revealing a staggering enrolment in schools over the last four years.

The involvement of private sector in higher education has seen drastic changes in the field. Today, Knowledge is power. The more knowledge one has, the more empowered one is. However, India continues to face stern challenges. Despite growing investment in education, 25 per cent of its population is still illiterate; only 15 per cent of Indian students reach high school, and just 7 per cent graduate (Masani, 2008). The quality of education in India whether at primary or higher education is significantly poor as compared to major developing nations of the world.

10.7.1. Growth of Higher Education Sector in India

As higher education systems grow and diversify, society is increasingly concerned about the quality of programmes, public assessments and

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international rankings of higher education institutions. However these comparisons tend to overemphasise research, using research performance as a yardstick of institutional value. If these processes fail to address the quality of teaching, it is in part because measuring teaching quality is challenging (Hernard, 2008) India has been always been a land of scholars and learners. In ancient times also, India was regarded all over the world for its universities like Taxila, Nalanda, Vikramshila and its scholars.

By independence India had 20 universities, 500 colleges enrolling about 2,30,000 students. Central Government and state Governments are trying to nurture talent through focusing on the number of Universities and Colleges for expansion of higher educations. There is no doubt to the fact that much of the progress achieved by India in education has come from private sector. In fact the public sector and private sector is not in opposition to each other but they are working simultaneously in Indian education sphere. UGC is the main governing body that enforces the standards, advises the government and helps coordinate between center and states. The number of universities has grown more than six times in last four decades and the number of colleges has been increased from 3603 in 1970-71 to 33000 colleges in 2011-12.

10.7.2. Challenges in Higher Education in India

It is our 69th year of independence still our education system has not been developed fully. We are not able to list a single university in top 100 universities of the world. Various governments changed during these six decades. They tried to boost the education system and implemented various education policies but they were not sufficient to put an example for the universe. UGC is continuously working and focusing on quality education in higher education sector. Still we are facing lot of problems and challenges in our education system. Some of the basic challenges in higher education system in India are discussed below:

Enrolment

The Gross Enrolment Ratio (GER) of India in higher education is only 15% which is quite low as compared to the developed as well as, other developing countries. With the increase of enrolments at school level, the supply of higher education institutes is insufficient to meet the growing demand in the country.

Equity

There is no equity in GER among different sects of the society. According to previous studies the GER in higher education in India among male and female varies to a greater extent. There are regional variations too some states have high GER while as some is quite behind the national GER which reflect a significant imbalances within the higher education system.

Quality

Quality in higher education is a multi-dimensional, multilevel, and a dynamic concept. Ensuring quality in higher education is amongst the foremost challenges being faced in India today. However, Government is continuously focusing on the quality education. Still Large number of colleges and universities in India are unable to meet the minimum requirements laid down by the UGC and our universities are not in a position to mark its place among the top universities of the world.

Infrastructure

Poor infrastructure is another challenge to the higher education system of India Journal of Education and Practice www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.8, No.1, 2017 41 particularly the institutes run by the public sector suffer from poor physical facilities and infrastructure. There are large number of colleges which are functioning on second or third floor of the building on ground or first floor there exists readymade hosieries or photocopy shops.

Political interference

Most of the educational Institutions are owned by the political leaders, who are playing key role in governing bodies of the Universities. They are using

the innocent students for their selfish means. Students organise campaigns, forget their own objectives and begin to develop their careers in politics.

Faculty

Faculty shortages and the inability of the state educational system to attract and retain well qualified teachers have been posing challenges to quality education for many years. Large numbers of NET / PhD candidates are unemployed even there are lot of vacancies in higher education, these deserving candidates are then applying in other departments which is a biggest blow to the higher education system.

Accreditation

As per the data provided by the NAAC, as of June 2010, "not even 25% of the total higher education institutions in the country were accredited. And among those accredited, only 30% of the universities and 45% of the colleges were found to be of quality to be ranked at 'A' level".

Research and Innovation

There are very nominal scholars in our country whose writing is cited by famous western authors. There is inadequate focus on research in higher education institutes. There are insufficient resources and facilities, as well as, limited numbers of quality faculty to advice students. Most of the research scholars are without fellowships or not getting their fellowships on time which directly or indirectly affects their research. Moreover, Indian Higher education institutions are poorly connected to research centres. So, this is another area of challenge to the higher education in India.

10.7.3. Structure of Higher Education

Management of the Indian education faces challenges of over centralisation, bureaucratic structures and lack of accountability, transparency, and professionalism. As a result of increase in number of affiliated colleges and students, the burden of administrative functions of universities has significantly increased and the core focus on academics and research is diluted (Kumar, 2015).

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10.7.4. Opportunities in Higher Education

India is a large country, with an estimated population of young people aged between 18 to 23 years to be around 150 million. The sheer size of the market offers huge opportunities for development of the higher education sector in India. India now boasts of having more than 33,000 colleges and 659 universities, which has been quite a remarkable growth during the last six decades. The year 2012 witnessed 21.4 million enrolments, which makes India the 3rd largest educational system in the world. Unfortunately, the educational infrastructure of India is inadequate to handle such huge volumes. In spite all the government spending in the educational sector, it is just too insufficient to meet the growing requirements. Therefore, higher Education sector has now been identified as one of the promising areas for private and foreign investments. It offers immense investment opportunities in both non-regulated and regulated segments.

Check your Progress- 1

Note : a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. Mention the types of Higher Education institutions in UK

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ii. Mention the types of Higher Education in USA.

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10.8. TEACHER EDUCATION IN UK

Higher education institution-led training Universities and colleges offer teacher training courses for both graduates and undergraduates.

10.8.1. Undergraduate Teacher Training

There are three types of undergraduate degrees that lead to QTS, all of which generally last 3-4 years (full time):

• Bachelor of Education (B.Ed.) degrees

Most common for undergraduates hoping to become primary school teachers.

• Bachelor of Arts (BA) or Bachelor of Science (BSc) degrees

Most common for individuals hoping to become secondary school teachers.

There are also now a limited number of undergraduate degrees that allow the student to incorporate teacher training partway through the degree course, after an experience of classroom teaching. Successful students graduate with both a degree in their chosen subject and a recommendation for QTS. The length of the degree course is unaffected as the school placements are incorporated within the original course length. Degrees with QTS opt-in all focus on secondary school teaching and BA, BSc and Integrated Masters courses are available. A list of universities offering these courses is available on the Get intoteaching website.

10.8.2. Postgraduate Teacher Training

Postgraduate teacher training courses last one year (full-time) and lead to QTS and a postgraduate qualification, usually a Post-Graduate Certificate in Education (PGCE). As well as studying at university or college, trainees also spend a minimum of 24 weeks in placement schools.

10.8.3. School-Centred Initial Teacher Training (SCITT)

There are currently two main categories of school-led ITT routes for graduates in England: School Direct and School-Centred Initial Teacher Training (SCITT). A teaching apprenticeship has also been introduced from September 2018.

School Direct

The School Direct programme accepted its first cohort of students in September 2012, and since then governments have encouraged a substantial increase in the number of places available.

School Direct courses are designed by schools in partnership with a university or a school-centred initial teacher training (SCITT) provider who certify successful trainees. Candidates are recruited as trainees by the School Direct Lead School.

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Teacher apprenticeships

The Government announced that a postgraduate teaching apprenticeship would be launched in September 2018.20 The apprenticeship is a school-led ITT route and mirrors the entry criteria and course content of other teacher training routes. All apprentices are paid as unqualified teachers.

Part-time and accelerated training

Although the majority of trainees take ITT courses full-time, accelerated and part-time courses are also available. A limited number of accelerated courses are available under both the School Direct (tuition fee) and SCITT routes, which allow for QTS to be achieved in two terms rather than a year. Part-time courses are available under both university-led and school-led routes. Under the courses, training is spread over a longer period, usually two years.

10.9. TEACHER EDUCATION IN USA

Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein.

Teacher Education = Teaching Skills + Pedagogical theory + Professional skills.

Teaching skills would include providing training and practice in the different techniques, approaches and strategies that would help the 3 teachers to plan and impart instruction, provide appropriate reinforcement and conduct effective assessment. It includes effective classroom management skills, preparation and use of instructional materials and communication skills.

Professional skills include the techniques, strategies and approaches that would help teachers to grow in the profession and also work towards the growth of the profession. It includes soft skills, counselling skills, interpersonal skills, computer skills, information retrieving and management skills and above all lifelong learning skills. An amalgamation

of teaching skills, pedagogical theory and professional skills would serve to create the right knowledge, attitude and skills in teachers, thus promoting holistic development.

10.9.1. Types of Teacher education

Training Of Pre-Primary and Primary/Basic School Teachers

Requirements for education and certification (licensure) of early childhood (nursery, kindergarten, preschool) and elementary (primary) teachers are set by state governments which require multiple exams (subject matter, etc.) prior to entering teacher education and again following completion of teacher education but prior to certification. While state regulations vary, there is a growing uniformity inspired in part by the federal No Child Left Behind law's requirements for having a highly qualified teaching staff.

10.9.1.2. Training of Secondary School Teachers

The basic pre-certification requirements for secondary teachers are the same as for elementary school teachers. A major difference is that secondary school teachers are certified as competent in one or more academic or vocational subjects and spend their careers concentrating on these subjects, whereas elementary school teachers - especially for the lower grades - may be comprehensively certified to teach the full primary course or may specialize, particularly if teaching in the more differentiated upper elementary/middle school grades. All States certify teachers according to subject specializations as well as grade levels/ranges. Special education teachers are trained in most States in specialized programmes at both the undergraduate and graduate levels and are also separately certified.

10.9.1.3. Training of Higher Education Teachers

State law varies regarding the requirements for faculty in public postsecondary education, but public faculty are not considered civil servants and the responsibility for determining the academic and professional standards and requirements for faculty positions and for recruitment and promotion rest with the individual institution and its

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faculty, department, or school. State law, even for public institutions, is confined to ensuring that institutions do not discriminate in hiring or violate other employment or labour laws.

10.10. TEACHER EDUCATION IN RUSSIA

The development of education depends upon the ability of the teacher. After the Revolution of 1917, there has been a tremendous expansion of education in Russia and the number of students increased hundred times. Hence, necessity of able Teachers was acutely felt. In order to get efficient teachers Short-term training courses were introduced and untrained archers were also given teaching assignments. Shifts were introduced in the schools.

Pre-Primary Teacher Education

For this stage generally, there is a three year curriculum, us training system is divided into sixteen parts. These parts e completed in 175 hours in one year. There are independent training centers for nursery and kindergarten teachers. In is training the subjects taught are history, hygiene, physical education, psychology, history of education, reading method, leech-style, story-telling, nature-study, music and painting The researches done at this stage are also brought to the practice of the teacher.

Primary School Teacher Education

There are teacher institutes for elementary teachers providing three year course. The graduates of class VII may be admitted to this course. Municipal boards in towns and cities and certain bodies in rural areas arrange for this education. The regional departments of education exercise full control over these. Teachers do practice teaching in training schools. Lecture method is the basic system of teaching. Each trainee has to acquire proficiency in some musical instrument. In addition, he has to learn history, geography, arithmetic, Russian and regional language, nature-study, and psychology, art of teaching, physical education, music and painting.

Junior High School Teacher Education

The Institute provides training to junior high school teachers. Graduates of class X may be admitted to this course. The trainees have to learn physical education, health education, psychology and pedagogy. The trainee has to specialize in the teaching method of the subject also. The entire curriculum is divided into three parts. In the first part one has to learn mathematics and physics, in the second part Russian language and history and in the third part chemistry, biology and geography. Each Institute of Teacher Training has a model school where practice teaching is done.

The Secondary School Teacher Education

There is a Secondary Education Institute for preparing high school teachers. It has a four year curriculum. It is of graduation standard. The minimum qualification for admission is high school certificate or admission certificate examination for higher education. In the first year of the course there is theoretical teaching. In the second and third years, practical work is also included along with the theoretical ones. Regional language is the medium of instruction. The study of Russian language is compulsory.

Curriculum

The curriculum is divided into three parts. The first and second part includes teaching of professional subjects and the third part generally consists of practice teaching. Under the professional subjects are included pedagogy, educational development, teaching method and psychology. In another group known as the socio-philosophical group, there are history, Russian language and literature, and political economy. This group, too, is compulsory. In the third part the student teacher has to specialize in the teaching of some subjects.

For semi-trained teachers there is a short-time teaching course. After passing this course the teacher is given a teaching diploma. The duration of this short time course is one year, and students having passed high-school are admitted to it.

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For training lady-teachers, class XI is attached to the high school. In this class, teaching method is taught to the teachers. Women, after having passed this class are appointed as teachers in primary schools.

In-Service Training

For the teachers already teaching in some schools, there is a training programme. This programme is of two kinds. The first is called refresher training. Under this programme the teacher is acquainted with the latest researches in the field of education.

The second programme is for semi-trained or untrained teachers. Such persons after passing the second programme are given teaching certificates. For various districts a particular place is selected for in- service training. In each district there is a bureau of education which provides educational information’s and counseling. The teachers in the rural areas are greatly benefited by this arrangement. Debates, lectures, exhibitions and teaching models are also organized for the benefit of such teachers.

The High School Training Institution

The High School training institution in cities provide in- service training. Some of them offer a two years evening course and organize seminars, conferences, exhibitions and debates for the benefit of teachers. There is a system of correspondence training for in-service teachers. The Education Ministry and some teachers’ training departments organize the correspondence course. This course also serves trained women teachers.

10.11. TEACHER EDUCATION IN INDIA

The period from birth to 6 years of age is the most seminal phase in an individual's life. It is during this phase that the child absorbs in the most from his surroundings and shows an amazing ability to learn and assimilate without any conscious effort. A teacher has to identify this and channelize this phase beneficially.

Teacher Training in India

Teacher education in India can be divided into two broad areas - pre-service education which is focused on preparing students for a career in teaching

and in-service teacher-training that is provided by the government through the SarvaShikshaAbhiyan (SSA) or NGOs and social enterprises. Both these models have fundamental problems in the way that they are implemented.

Pre-service Teacher Education

Pre-service teacher education in India hasn't been given the importance it deserves. As pointed out by the NCERT, degree programmes for aspiring teachers do not spend enough time preparing them for the realities of the classroom. The short duration of the programme also limits a candidate's ability to learn through self-reflection, understanding social realities, engaging in shared learning and gaining practical experience.

Curriculum

The Verma Commission (2012) and the NCERT have criticized the curriculum and programme structure, saying that it only provides teachers with basic skills and assumes that they will be able to apply their learning to any context. The curriculum also fails to address how children learn, i.e. the psychological aspects that contribute to better comprehension.

Field experience and mentorships

There is a pressing need to restructure the 'field experience' component and expose teachers to the ground realities of teaching. The short duration of the course does not provide a space for trainee-teachers to contextualize their learning and the field experience is not always adequate. For example, there is no mentorship programme for student-teachers which could be critical to help guide them on how to prepare lessons, manage a class and deal with common problems in the classroom. It also provides a much-needed network of support to trainee-teachers.

In-service Teacher Education

In-service teacher education on the other hand, suffers from other issues. Contrary to popular perception, teachers undergo training throughout the academic year. The SSA has a provision for 20 days of in-service teacher

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training a year. However, it appears that little thought goes into the outcomes that these trainings are expected to achieve and given the variety of training, there is also very limited standardisation. Variation may be required to address diverse contexts but there is a need to set at least some parameters in order to compare success and failure in different situations and locations.

Check your Progress- 2

Note : a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

iii. Mention the types of Teacher Education in USA.

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10.12. LET US SUM UP

No nation develops beyond the quality of its education system, which is highly dependent on the quality of its teachers. Teachers should be given the most appropriate tools during and after their training, including content knowledge and skills as well as teaching methodology to be able to do their work professionally. The globalisation concept, if taken into account, would require that teachers and teaching should be recognised like all other professions and should require stringent training and acquisition of knowledge and skills and professional registration under a global council of unified teacher registration body to allow for easy mobility of teachers across national boundaries.

10.13. ANSWERS FOR CHECK YOUR PROGRESS

1.Types of Higher Education Institutions

- Universities and University Colleges
- Further Education Institutions
- Alternative Providers

2. Types of U.S. Higher Education

- State College or University

- Private College or University
- Community College
- Institute of Technology

3.Types of Teacher education USA

- Training of pre-primary and primary/basic school teachers
- Training of secondary school teachers
- Training of higher education teachers

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10.14. SUGESSTED READINGS

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UNIT- XI PROBLEMS OF EDUCATION

Structure

11.1. Introduction

11.2. Objectives

11.3. Prevalent Problems in Developing Countries

11.4. Current Educational Problems in India

11.5. Solutions for the Educational Problems

11.6. The Problems of Poverty

11.7. Causes of Poverty

11.8. Effective Ways to Reduce Poverty

11.9. Let Us Sum Up

11.10. Answers to Check Your Progress

11.12. Unit – End Exercises

11.13. Suggested Readings

11.1. INTRODUCTION

Economic growth of the country not only depends on natural resources, technology and capital but mainly on the quantity and quality of manpower.By quality of manpower, we mean the efficiency and productivity of work force.The efficiency of the manpower depends on many important factors like health and nutrition, education and training, housing facilities, safe drinking water and sanitation.

11.2. OBJECTIVES

- To study about the problems of education.
- To understand about the impact of educational problems.
- To study about the causes and solution of educational problems.
- To ensure the knowledge of poverty and its causes.

11.3. PREVALENT PROBLEMS IN DEVELOPING COUNTRIES

Developing countries face all sorts of problems. These problems can be split into two categories. These are problems that the countries face because they are developing and problems that they face on the road to

becoming developed. Developing countries face many problems related to the fact that they are poor.

These are some of the most important challenges faced by developing countries today.

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1. Low Levels of Technological Development

This is directly linked to low productivity levels in countries like India, Pakistan, China, Myanmar, Nepal, Indonesia, Malaysia, the Philippines etc. Low productivity means slow growth which is the root cause of rapid population growth in these countries.

2. Low Population Levels

This is the strange case with many countries having abundant natural resources which lie untapped for want of human resources. These countries include Brazil, Colombia, Peru, Zaire, Russian Siberia, Kazhakhstan, Uzbekistan, Turkmenistan, Kyrgyzstan and Tajikistan.

3. Disproportionate Share of Young Population

This is because of improved health facilities. This younger section puts tremendous pressure on a comparatively small working population.

4. Lack of Diversification of Economy

Lack of development of secondary and tertiary sectors leaves limited employment opportunities for the skilled and the educated that move to more developed towns or to foreign countries in search of better job opportunities. This results in a distorted demographic structure in both the countries.

5. Under-nourishment and Lack of Hygiene

Low standards of living and poor living conditions are Responsible for this. As a result, incidence of diseases is high leading to high rates of mortality, especially among children and pregnant mothers.

6. Inefficient Agricultural Sector

The developing countries pre characterized by agrarian based subsistence production. Traditional and obsolete methods and implements for

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cultivation, lack of capital for investment, fragmented holdings and semi-feudal tenancy relations make the base of this type of economy very weak.

7. Weak Industrial Base

Lack of capital, outdated technology and inadequate skilled manpower has resulted in a weak industrial base in most of the developed countries. This has prevented any substantial improvement in living standards of populations of these countries.

8. Tradition-Bound Societies

Inward looking attitudes restrict flow of awareness regarding birth control, family planning etc. Caste system inhibits social mobility in societies like India.

9. Under populated Pockets

These may exist either within populated countries or as separate countries. This type of situation, especially in the first case, leads to rural-urban disparity. Also, it becomes uneconomical to invest in physical and social infrastructure in such countries. Any investment in agriculture or in industry involves long gestation periods in such pockets. Industry faces the problem of shortage of skilled manpower and insufficient market, even if high standards of living prevail.

10. Unfavourable Physical Conditions

Many under populated countries have hostile climatic or topographical conditions. Such conditions obstruct development and it is both difficult and expensive to overcome these problems.

11.4. CURRENT EDUCATIONAL PROBLEMS IN INDIA

1. Education or a Rat Race

Current education system focuses only on marks, rather than skills. It seems that India has an examination system, not an education system. Students are forced to read and cram the book, and pass the exam with 90-95% marks. In fact, they don’t have a proper understanding of what they are studying. In this situation, education cannot be considered more than a rat race.

2. Faulty Education Policies

With an aim to reduce the stress for 10th standard students, grade point system was introduced in 2011. Under this policy, the students were given the alternative- you either give the board exams or not. Their performance was to be evaluated by the school, but the score cards were issued by the CBSE. In this condition, there was no common standard of grading the students. As different schools use different criteria for evaluation, a bright student in one school, where the evaluation was stricter, got fewer marks. On the flip side, an average student in another school got more marks, due to lenient internal evaluation. This policy reveals that, in India, education is in a state of dilemma.

3. Too Much Insularity Rather than Global Outlook

It's good to love our country but blind love is dangerous. Our education system lays too much stress on nationalism. Students are not able to get a global outlook. In the recent days, when the world is moving towards the globalization, it's imperative to match our education system with the other countries, and design it in such a manner that it gives students a feeling of being cosmopolitan, rather than jingoistic.

4. Lack of Vocational or Job-Oriented Education

While reading the newspaper, I came across news – two lakhs applications were received against 200 vacancies for IV grade position (for which the education requirement was Class 10). You will be shocked to know that most of the applicants were MBA, M.A, Engineers, M.Com, etc. Now, we can imagine how unfortunate situation our graduates and post-graduates are facing? Well, the fault is not theirs. Our education system doesn't include such courses and skills that are relevant to job-market. There is a pressing need of improvement in this area.

5. Unmanageable Classrooms

India holds second rank in the world, for its high population. There is a direct relation between the educational difficulties and the population growth. Every school can occupy a limited number of students. An

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increasing number of students make the school overcrowded. Research studies show that a child learns well in small groups. Today, large schools have up to 10 sections, and each section has about 50 students. In such circumstances, we can't expect quality education.

6. Reservations

Indian government has decided to raise the reservation seats by 27% at all level of technical education. But in my opinion, instead of caste basis, reservations should be offered on a financial basis so that poor students can also explore their talents and realize their dreams.

7. Inefficient and Untrained Teachers

Teachers plant seeds of knowledge among students that grow forever.

If we talk about present day teachers, we will find that the situation is very dishonorable. The teachers themselves need a teacher to get training on how to teach. In India, the minimum qualification to become a teacher is B.Ed. In order to escape from paying high salary, several schools in rural areas or private schools, recruits those individuals as teachers, who neither possess a degree of B.Ed. nor the expertise in subjects.

8. Inadequate and Improper Distribution of Funds

The funds allocated to the education sector are inadequate to meet the goal. Moreover, the available funds are not being used properly. According to a study, thirty percent of the total allocated education funds are shared out to higher education, leaving primary education in dodge. Lack of funds also hampers the availability of learning materials and books.

9. Demand for Teachers Exceeds the Supply

The shortage of the teachers is another major problem. The teacher-student ratio is not balanced. A single teacher educates 50 students. In this case, each and every student doesn't get equal attention. In rural areas, the situation is worst. Most of the teachers refuse to teach in these areas. Secondly, the salary in rural areas is also meagre. The state approves high student-teacher ratio. That's why several schools do not hire more teachers.

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10. High Fees

Most of the talented students drop their idea of becoming a doctor or engineer, just because of higher fees associated with these courses. Besides tuition fees, several other fees (like, application form fee, entrance exam fee, etc.) are also charged from students. In this case, a poor brilliant student can't even dream of acquiring higher education.

11. Lack of funds

The lack of sufficient funds is the main problem in the development of education. Outlay for education in Five Year Plans has been decreasing. Due to insufficient funds most educational institutions lack infrastructure.

12. Expensive higher education

University, professional and technical education has become costly in India. Fee structure of technical and professional institutes like IIM's is quite high IIM's charge Rs. 2 lakhs per semester for MBA classes. It is beyond the reach of common man.

11.5. SOLUTIONS FOR THE EDUCATIONAL PROBLEM

1. Adoption of Technology

Effective use of technological tools in teaching has many benefits. It will solve the many problems of infrastructure, quality.

2. Teacher Training

Teachers' training remains one of the most chaotic, neglected and deficient sectors of India's vast education system. This needs to be changed as they virtually hold the destiny of the future generations in their hands.

3. More government spending

India targeted towards devoting 6% share of the GDP towards the educational sector, the performance has definitely fallen short of expectations. Also funding is needed to be spending on building infrastructure.

4. Inclusive education system

Growth in education sector should incorporate all sections of society like rural, urban poor, woman Backward classes etc.

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5. Qualityeducation

Education provided should meet needs of student. e.g. education provided to hearing impaired or slow learners. It should allow them to enhance their skills and get better employment options

6.PPP model

Public-Private sources and to encourage the active participation of the private sector in national development. It is more forcefully advocated when public resources are projected to be inadequate to meet needs.

7.IES

An All India Education Services should be established which will decide the policies of education in consultation with educationalists

8. Education policy

Educational policy need frequent update. It should cover personality development aspect of student It should also imbibe values of culture and social services.

Check your Progress- 1

Note : a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. What are the solutions for the Educational Problems?

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11.6. THE PROBLEMS OF POVERTY

Poverty is one of the most widespread socio-economic problems of India. It is, indeed, a common problem which is being faced with most of the underdeveloped and the developing countries of the world. It is not only socio-economic but even emotional, cultural and political in nature. The developments that have been taking place in this land for the past six decades have not been able to wipe out poverty. Poverty has been the root cause of many of the problems.

Definition of Poverty:

- Gillin and Gillin: "Poverty is that condition in which a person either because of inadequate income or unwise expenditures, does not maintain a scale of living high enough to provide for his physical and mental efficiency and to enable him and his natural dependents to function usefully according to the standards of the society of which he is a member."

11.7. CAUSES OF POVERTY

The causes of poverty are many sided. However, they may be discussed under the following heads (i) Individual incapacity, (ii) Economical factors; (iii) Social factors (iv) Demographic factors.

1. Individual incapacity

There are various causes for an individual's failure. Failure in life may be due to some inborn deficiencies such as physical or mental handicap, dumbness, deafness, blindness, feeble mind, deficient legs and hands, and so on. Some of the deficiencies might have been developed later in life. Since an individual does not have any control over many of these deficiencies, he is bound to yield to them and suffer from them. They make such an individual a parasite on society. Some of the deficiencies which can be managed or overcome are often neglected by some individuals and hence they fall a prey to the problem of poverty. We may include under this category, deficiencies such as illiteracy, laziness, extravagance, immorality, bad habits such as gambling, alcoholism, etc.

2. Economic causes of poverty

a) **Inadequate Economic Development**: Our economic development since independence has been disappointing in certain respects. The rate of growth of our economy between 1951-91 has been just 3.5% which is negligible. During the year 2004-05, though this rate of growth increased to 5%, it was not enough to fight the challenges of poverty. Our per capita income is still very less. It was around Rs.255/- in 1950-51, and it increased to Rs.19,649/- (at 1900-

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00prices) in 2004- 05. In comparison with other advanced countries this is quite less.

b) **Increasing Unemployment:** Our economy has not provided enough employment opportunities for the people. Hence unemployment is mounting. In 1952, the number of registered unemployed persons was about 4.37 lakhs and it increased to 334 lakhs in 1990. By December, 2003.1

c) **Unmanageable inflationary Pressures:** Due to incessant inflation, the value of money has come down. It came down to 8.28 paise in 1990-91. The annual rate of inflation was estimated to be at 13.4% in 1991 and with great difficulty it was brought down to 7.3% in 1997. The value of rupee further decreased to 7.2 paise at 1960-61 prices. This uncontrolled inflation adversely affected the purchasing power of the common people.

d) **Capital Deficiency:** Industries require huge capital for their fast growth of our industries. The process of economic liberalization which has been let loose recently, has of course, started showing its positive results during these days. Time is not ripe to pass judgements and its results.

e) **Too much Dependence on Agriculture:** Our economy is primarily an agrarian economy. More than 65% of the people are still dependent on agriculture. Agriculture has its own limitations. In India, in particular, people are following the traditional method of cultivation and hence agricultural production is comparatively very less.

3. Social Causes

(a) Traditionalism: India is a land of traditionalism, communalism. Casteism, linguism, parochialism, religious and linguistic prejudices and so on. These factors have a negative effect on country’s progress by making people dogmatic in their approach and narrow – minded and selfish in outlook.

(b) Illiteracy and ignorance: Illiteracy and ignorance are supportive of poverty. By 2001, there were about 38 cores illiterate in the country. Further, our defective educational system is incapable of generating employment and there is no guarantee of job for the educated youths.

(c) Dominance of Caste and Joint Families: Our caste system still has its hold on the caste members. The caste system compels its members to stick on the traditional and hereditary occupations of the caste. It does not give encouragement to the caste members to take up to jobs of their choices. In the very same manner, the joint families which are still dominant in the rural areas do not allow young members to take initiative in making new adventures in the employment and economic spheres.

4. DemographicFactors:

Population in India is growing at an alarming rate. Within 60 years (1921-1981) it had doubled. It has reached an incredible number of 122.3 core in 2008. Hence, the little progress that is achieved in the economic sphere is being eaten away by the growing population. As per 1998-99 estimate, 8% of the people [9.60 cores] are above 8 60 years and their capacity to contribute to economic production is limited. About 35.7% of the people are below 14 years of age and hence are incapable of earning. The size of the Indian family is relatively bigger. The average size of the Indian family is around 4.2. The growing size of the population has it adverse effects on people's health. A sizeable number of people are suffering from various diseases for which proper medical treatment is not available.

11.8. EFFECTIVE WAYS TO REDUCE POVERTY

1. **Develop and implement rapid and sustained economic growth policies and programs**, in areas such as health, education, nutrition and sanitation, allowing the poor to participate and contribute to the growth. Studies show that a 10 percent increase in a country's average income reduces poverty by as much as 20-30 percent.
2. **Improve management of water and other natural resources.** Most of the rural poor depend on agriculture or other

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natural resources for their livelihood. Consequently, it is necessary that they have more equitable access to those resources so they are better able to manage their resources.

3. **Invest in and implement agricultural programs.** China has helped 800 million people out of poverty since 1978. As a part of its strategy to eradicate poverty by 2020, the Agricultural Bank of China will lend more than $400 billion to help develop rural areas, fund education, infrastructure, and crop production.
4. **Encourage countries to engage in trade as a path out of poverty.** Trade is the key to growth and prosperity. Some of the world's poorest countries including Indonesia, Botswana and Brazil have traded their way out of poverty.
5. **Create and improve access to jobs** and income and develop entrepreneurial talent.
6. **Providing all people with access to basic social services** including education, health care, adequate food, sanitation, shelter and clean water.
7. **Progressively developing social protection systems** to support those who cannot support themselves.
8. **Empower people living in poverty** by involving them in the development and implementation of plans and programs to reduce and eradicate poverty. Their involvement ensures that programs reflect those things that are important to them.
9. **Remove barriers** to equal access to resources and services.
10. **Provide access to technology and innovation** including internet access and affordable energy. In Bangladesh, only 40 percent of the rural poor have access to grid electricity. Those that do have access endure frequent power outages. The Second Rural Electrification and Renewable Energy Development Project plans to increase access to electricity in rural areas via renewable energy sources.

Check your Progress- 2

Note : a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. What are the causes of Poverty?

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11.9. LET US SUM UP

Education involves gaining knowledge that helps us to have a better understanding and interpretation of the things that happen around us. It is not just limited to reading or doing writings such as term paper writing. It also gives us a good perception of life, as we know it by building viewpoints and opinions. Whatever knowledge we gain in schools does not just help us to become successful, it also determines our character, how we work with each other and who we become later on in life. Through education, we can solve some of the most significant problems in the world including financial, agricultural, technological, medical and so on.

11.10. ANSWERS TO CHECK YOUR PROFRESS

1.The solutions for the Educational Problems

- Adoption of Technology
- Teacher Training
- More Government Spending
- Inclusive Education System
- Quality Education
- PPP Model
- IES
- Education Policy

2. The causes of poverty are many sided. However, they may be discussed under the following heads (i) Individual incapacity, (ii) Economical factors; (iii) Social factors (iv) Demographic factors.

11.12. UNIT – END EXERCISES

1) State the problems of education?

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2) How the educational problems solved by using technologies, is it is possible?
3) What are the educational implications for poverty, state some solutions?
4) Write about the problems of education with special reference to India?

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BLOCK IV

PROBLEMS OF EDUCATION, PREVENTION AND EDUCATIONAL IMPROVEMENT

UNIT XII-REASONS FOR ILLITERACY

Structure

12.1.Introduction

12.2. Objectives

12.3. Meaning of Illiteracy

12.4. Reasons of Illiteracy

12.5. Problems of Education

12.5.1. Unemployment

12.5.2. Population Explosion

12.5.3. Gender Sensitization

12.6. Political Instability

12.6.1. Causes of Political Instability

12.6.2. The Role of Education in Political Development

12.7.Let us Sum Up

12.8. Answers to Check Your Progress

12.9. Unit – End Exercises

12.10. Suggested Readings

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12.1. INTRODUCTION

Illiteracy is poisonous for the development of any country. It can result in other bigger issues like unemployment, population burst, poverty, etc. It is one of the main issues India has had to deal with since independence. Efforts made by NGOs and the government have resulted in a slight drop in the illiteracy rate in India. But although we're making some progress, it's not enough. There are still so many things we can do to help eradicate illiteracy in our country.

12.2. OBJECTIVES

- To study about the education policy is one of the core responsibilities of every state.
- It states that the education is the key to eradicate the poverty.
- To make the study on lack of affordable educational facilities.
- To study about the effects of population explosion in India.
- To study about the control measures of population explosion.

12.3. MEANING OF ILLITERACY

Illiteracy is a state whereby one is unable to read and write. In its simplest form, it can be defined as lack of any or sufficient education. Sometimes people who have had very basic education also experience challenges in reading and writing. Illiteracy can also mean ignorance or the lack of knowledge in a specific subject. For example, a person may have gone to school but does not know how to operate a computer. Such an individual has no literacy in computer and is known as computer illiterate. Nearly every job advertised requires one to have computer literacy due to the digitization of most processes at the workplace.

12.4. REASONS OF ILLITERACY

There are so many reasons why an individual can be illiterate. These are some of the causes of the inability to read or write:

1. Illiteracy among parents: Many illiterate parents do not put much emphasis on the importance of education. Several of those born to parents who can neither read nor write end up being illiterate. This is especially true

in remote areas where many people in the older generation have not gone through formal education. The reverse is true for those who have been brought up by parents with an elaborate educational background. They realize the necessity of taking their children to school and therefore ensure that they receive a good education.

2. Lack of family support: This can be the cause of illiteracy more so where a child has difficulty reading or writing because of dyslexia. In a situation where the family does not understand the child's condition, it may simply be assumed that he or she is not a bright person and maybe school is not meant for everyone. Supportive family members help a child overcome reading disability and go through formal education with minimal challenges.

3. Unemployment of the educated: Some people believe that the only reason someone should go to school is so that he or she can get a good job and make a good life. Without the promise of employment, education is not a necessity to them. In a country where many of the educated are unemployed, there may not be enough motivation for the illiterate to go to school. After all, they reckon, why would you spend so much money paying for your education when there is no promise of a return on investment? In countries where those who have gone to school have good jobs and reasonable incomes, there may be sufficient motivating factors for people to get rid of illiteracy.

4. Lack of awareness: In places where several members of the local population do not understand why it is important for them to go to school, the level of illiteracy may be high. Disinterest in the benefits of formal learning can also be caused by lack of awareness on the importance of going to school. The number of illiterate people in urban areas tends to be lower than that of those in rural areas. People in towns are more aware of the need to eliminate illiteracy, the challenges that arise from lack of education and the social benefits of being literate compared to those who live in the remote place.

5. Social barriers: Many social barriers such as restrictions on girls' education in some societies lead to illiteracy among the affected segment of the population. Education of the girl child has been an issue in some parts of the world leading to the formation of different organizations focused on championing the education of women. Forcing children into marriage is another social issue that causes illiteracy in the community. Family or social norms where female education is not allowed also causes illiteracy. In societies where the caste system is still in force, those who fall into the wrong caste may not get the opportunity to go to school. They are condemned at birth to remain illiterate.

6. Lack of affordable education facilities: Those who live in very remote areas with few or no education facilities may remain illiterate. The nearest school might be found several miles away. Instead of going through the tiresome process of walking for long distances on a daily basis just to go to school, many choose to stay at home. Lack of access to education facilities in rural areas has contributed a lot to the high number of illiterate people in these places.

7. Poverty: Poor parents with low incomes find it difficult to pay school fees. They are forced to choose between providing basic needs such as food, shelter and clothing and taking their children to school. In countries where basic education is not free, the number of children who do not go to school tends to be higher compared to places where basic education is free and mandatory.

12.5. PROBLEMS OF EDUCATION

12.5.1. Unemployment

India is facing the challenge of Educated Employment where educated youth on mass-scale are finding it hard to get a job or work. Today, unfortunately, our country is faced with one of the grimmest problems – that of mass-unemployment among the educated young men and women. In Kerala, Bengal, Tamil Nadu, Maharashtra and other States, where the

percentage of educated people is high, the educated people are tried hard to come up with the problem.

12.5.2. Population Explosion

Population Explosion refers the sudden and rapid rise in the size of population, especially human population. It is an unchecked growth of human population caused as a result of:

- Increased birth rate,
- decreased infant mortality rate, and
- Improved life expectancy.

A drastic growth in population beyond normal limits is called population explosion. It is more prominent in under-developed and developing countries than in developed countries.Population explosion mainly refers to the surge in population post-World War II. However, in context to India, it refers to the rapid increase in population in post-Independent era.

Causes

The causes of population explosion are as follows:

- **Accelerating birth-rate:** Due to lack of awareness about the positive impact of using birth-control method, there has been a steady growth in birth-rate.
- **Decrease in infant mortality rate:** An improvement in medical science and technology, wide usage of preventive drugs (vaccines), has reduced the infant mortality rate. There has been great improvement in medical and health-care facilities during the past few decades.
- **Increase in life expectancy:** Due to improved living conditions, better hygiene and sanitation habits, better nutrition, health education, etc. the average life expectancy of human population has improved significantly. Steady supply of good quality food makes sure that the population is well nourished. Populations grow when they are adequately nourished.

- **Increased immigration:** An increase in immigration often contributes towards population explosion, particularly in developed countries. It happens when a large number arrive at an already populated place with the intention to reside permanently.
- **Less space than required:** In urban cities, it is often found that there is very less scope for making available extra space to absorb the additional population. In such cases, a large population is seen packed into a smaller space.

Effects

The effects of population explosion in India are as follows:

Over-population: Population explosion may lead to overpopulation, i.e., a condition where population surges to a level that the earth cannot accommodate comfortably, and poses a threat to the environment.

Unemployment: In developing countries like India, with a backward economy and little scope for fruitful employment, millions of people find no work to do. The unemployed, having nothing to do and without an ensured living, are left frustrated and demoralize, losing their faith in life itself.

Poverty: High birth rate, both historically and statistically, is associated with poverty and low standard of living. It may be noted that poverty is both the cause and effect of population explosion. Due to poverty, there has been massive growth of population.

Illiteracy: The resources available are fixed. In theory and in practice, the total available resources are shared by the people using them. Population explosion is the key reason for illiteracy in India. People prefer engage their children in economic activities, rather than providing them education.

Poor Health: If people do not get adequate food and nutrition, then they may suffer from poor health.

Economy: People need food, clothes, shelter, and occupation to make their living. The demand for consumption should never exceed the production or

resource limit. The economy of any country is negatively impacted, if there is massive population explosion beyond the tolerance limit.

Pollution and Global warming: Too much population causes too much pressure on earth. There arises excessive demand for finished products leading to over-industrialization and over-utilization of resources. The industrial discharges and fumes are the chief causes for water and air pollution. Further, the poisonous gases released because of burning of fossil fuels in factories are widely responsible for Global warming.

Control Measures / Initiatives

The government cannot ignore or shelve the problem of population explosion, for it is a rot and entire development of the country depends on how effectively it is stemmed. This awareness made our governments, both at the centre and in the states, to think about the adopt official programme to educate public opinion and reduce the birth rate so that the population can fit in well with the evolving pattern of developing economy.

The Family Planning as an official programme was launched with much fanfare in 1952. The government is still trying to educate the people. All government agencies and institutions mobilized all their resources to attain the goal of planned families. The propaganda machinery was geared up with the help of public media. The people were reminded of the advantages of small families, of healthy and happy children and of the need for eradicating the age-old poverty. The parents were persuaded to go in for sterilization after the births of two children, for the contraceptive were not always found to be safe and full-proof. Many parents, especially the educated, came forward to see things in the new light and were amenable to persuasion. However, many others resisted, at places quite violently, and refused to see reason. The government was very serious about making the programme a success. The state governments also came forward to help the center in its bid to achieve success. Cheap contraceptives were distributed in even the remotest villages, sex education was popularized, vasectomy operations were conducted and abortion was legalized.

Population Education

There is some controversy regarding this. Some of the educationists feel that it should be taught as a separate subject, while others argue that integrated approach may be used to impart population education. However, the author feels that, burden of curriculum is already very heavy upon the students.

Check your Progress- 1

Note : a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

i. What is Illiteracy?

……………………………………………………………………………………
………………………………………………………………………

12.5.3.GENDER SENSITIZATION

India has taken up the challenge to emerge as one of the most developed nations by 2020, by creating more literate, knowledgeable and economically progressive society. Women power is crucial to the economic growth of any country. In India efforts are being made to empower women so that there is equal participation of women in economic growth of the country. Reformation in society with special reference to gender differences is possible only through gender sensitization. Gender and its accompanying power relations are built in all institutions of society be it family, educational institutions, work place, religious systems, beliefs, norms etc.

Strategies to Promote Gender Sensitization

School is considered to be miniature society. It can become instrument of change as far as gender sensitization is considered. School can create favourable environment that allows every individual to nurture and flourish their talent with no gender discrimination. This in first instance tries to develop the perception that women are no subordinate to men and they have an equally important role to play in decision making at household, community and organization level. Gender bias varies greatly according to

the socio-cultural and economic contexts prevailing in the society. Therefore after having deep insight into the socio – economic contest and understanding the psychological situations of the people different strategies can be planned.

Following strategies promote gender sensitization in school.

- Making teaching learning process more participatory. Participation of students in class room activities irrespective of gender can be an instrument to achieve predetermined objectives. The participatory approach should be such that emotions and experience have a definite and valued place.
- Providing space for individual children to express themselves freely in the classroom, without fear of judgement, and stereotyping are essential building blocks for their future endeavors where they can build confidence in taking wise decisions in their life.
- To build up approaches that encourage learners to compare,comment and think about elements that exist in their own environment. It is necessary to critically question the received knowledge.
- Encouraging educational activities in school for inculcating moral values among children and equal respect for boys and girls.
- Various safety measures for girls in the school environment
- The teacher act as facilitator to create gender sensitized environment. The teacher‘s role is to provide a safe space for children to express themselves and simultaneously to build in certain forms of interaction.

Thus we can conclude that gender sensitization through education can be an effective and primary tool to bring change in the thought process of students. The main focus should be on breaking the stereotypes and mind set related to gender prevalent in the society. The time has come for the stakeholders of education to take important step in the area of gender

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sensitization and thereby empowering women in cultivating a strong, rational and progressive society

12.6. POLITICAL INSTABILITY

Political instability is defined as the process whereby the political life or atmosphere of a country or nation suddenly changes or fails. When the political situation of a state or region is not certain because it has a high possibility of changing or getting disturbed, then we say there is political instability in that state or region. It is common knowledge that political instability retards the development and progress of a country. In order for a country to develop and move forward there should be a stable political atmosphere.

12.6.1. Causes of Political Instability

There are so many things that contribute towards the destabilizing of the political atmosphere of a country or region. Ten of these factors are as follow:

- If the rights and freedoms of the people are not respected or are trampled upon, then it is very easy for instability to emerge.
- Corruption and mismanagement of the wealth of a country by the leaders. Corruption has over the years been shown to be one of the biggest factors responsible for political instability in many countries all over the world. The more corrupt a country is, the higher the likelihood of that country becoming unstable.
- Political instability occurs when elections are not free and fair. Many countries have suffered from political instability as a result of unfair elections characterized by rigging of votes and intimidations during elections. An election that is not free and fair is one of the major causes of political instability in many countries across the globe.
- Mass unemployment and poverty can easily trigger political instability in any country. When majority of the people in a country are impoverished and cannot find jobs to do, then they vent their anger on the government and that leads to instability in

the country. Many countries have suffered from instability as a result of this.

- Suppression of opposition parties by the ruling government. When members of the opposition parties are deliberately targeted and prosecuted for no apparent reason, then this can easily give rise to instability in the country.

12.6.2. The Role of Education in Political Development

Many countries are the victims of political instability and its infinite problems. These problems include unemployment, corruption, equality among races of people, unequal distribution of wealth in a country, increasing inflation rate and many more. If we have detailed look on them, the root cause of all the problems is lack of education. Lack of education has been the major cause for any nation success or its failure. The education can have many positive effects on the politics of the country.

If there will be education and literacy rate will be high, people will be aware that who the right leader is for them. Illiterate people cannot differentiate between the good or bad characteristics of people. The do not have the criteria's for them. The only vote for the person who belongs to their cast or geographical area or who somewhat have influenced them by giving some money. Such politicians are not worthy to be the leader of any country. So the education is a key to success of the nation political development. These steps will help to explore The Role of Education in Political Development.

Check your Progress- 2

Note : a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

ii. What is gender sensitization?

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…………………………………………………………………

iii. What is Political stability?

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……………………………………………………………………

12.7. LET US SUM UP

Despite all of these efforts made by the government, so many families still refuse to send their children to school because of the mind-set they have about education. Many parents in underprivileged families may be of the opinion that education is of no use. Because they themselves survived without an education, their kids too can do the same. Here's where we need to put more effort into raising awareness about the importance of education. We can do this by delivering speeches during public events and gatherings. Instead of simply stating the importance of education, we need to show them the value of education. We can help them learn how having educated children could benefit their families in terms of both financial and societal status.

12.8. ANSWERS TO CHECK YOUR PROGRESS

1. Illiteracy is a state whereby one is unable to read and write. In its simplest form, it can be defined as lack of any or sufficient education. Sometimes people who have had very basic education also experience challenges in reading and writing. Illiteracy can also mean ignorance or the lack of knowledge in a specific subject.

2. Gender sensitizing is about changing behavior and instilling empathy into the views that we hold about our own and the other genders.

3. Political instability is defined as the process whereby the political life or atmosphere of a country or nation suddenly changes or fails. When the political situation of a state or region is not certain because it has a high possibility of changing or getting disturbed, then we say there is political instability in that state or region. It is common knowledge that political instability retards the development and progress of a country.

12.9. UNIT – END EXERCISES

1) Write the meaning for the illiteracy
2) Say some reasons for illiteracy in India
3) Discuss how unemployment affect the family situation
4) What are the causes of population explosion

5) What are the major problems due to population explosion in India
6) Narrate the major steps for gender sensitization in education

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12.10. SUGGESTED READINGS

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UNIT- XIII PREVENTION

Structure

13.1. Introduction

13.2. Objectives

13.3. Prevalent Problems in Developing Countries

13.4. Educational Issues and Concerns in India

13.4.1. Caste system

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13.4.3. Child labour

13.4.4. Child marriage

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13.4.6. Low status of women

13.4.7. Gender inequality at work

13.4.8. Dowry system

13.4.9. Sati System (Sati Practice)

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13.4.13. Beggary

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13.5.Environmental Degradation

13.6. Sustainable Development: Meaning and Features

13.6.1. Sustainable Development Goals (SDGs)

13.6.2. Education for Sustainable Development (ESD)

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13.7. The Universalization of Elementary Education

13.8 Let us Sum Up

13.9. Answers to Check Your Progress

13.10. Unit – End Exercises

13.11. Suggested Readings

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13.1. INTRODUCTION

Today, the problems facing developing countries revolve around what are generally called "structural constraints" to development. First among these is geography—not just in the historical sense described above—but also in the more contemporary aspect that a modern economy cannot function without a division and diversification of labour. Thus, countries with small populations may have trouble developing and gaining access to markets, while landlocked countries may struggle to integrate with global markets and expand their economies.

13.2. OBJECTIVES

- To study about the problems facing in developing countries due to unemployment.
- To give awareness program about environmental protection.
- To study about the implications of modern growth theory.
- To study about educational issues and concerns in India.
- To study about the negative impact of the lower status of women.
- To study about the environmental degradation.
- To aware that the education brings changes in knowledge, skills, values and attitude.

13.3. PREVALENT PROBLEMS IN DEVELOPING COUNTRIES

Developing countries face all sorts of problems. These problems can be split into two categories. These are problems that the countries face because they are developing and problems that they face on the road to becoming developed. Developing countries face many problems related to the fact that they are poor. They tend to have low life expectancies because they cannot afford good medical care. They tend to have poor education because they cannot pay many good teachers and/or because their people cannot afford to go to school. They tend to have poor governance because

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they cannot afford a large and well-paid group of government officials. All of these are problems that these countries face because they are developing. These are some of the most important challenges faced by developing countries today.

1. Low Levels of Technological Development

This is directly linked to low productivity levels in countries like India, Pakistan, China, Myanmar, Nepal, Indonesia, Malaysia, the Philippines etc. Low productivity means slow growth which is the root cause of rapid population growth in these countries.

2. Low Population Levels

This is the strange case with many countries having abundant natural resources which lie untapped for want of human resources. These countries include Brazil, Colombia, Peru, Zaire, Russian Siberia, Kazhakhstan, Uzbekistan, Turkmenistan, Kyrgyzstan and Tajikistan.

3. Disproportionate Share of Young Population

This is because of improved health facilities. This younger section puts tremendous pressure on a comparatively small working population.

4. Lack of Diversification of Economy

Lack of development of secondary and tertiary sectors leaves limited employment opportunities for the skilled and the educated that move to more developed towns or to foreign countries in search of better job opportunities. This results in a distorted demographic structure in both the countries.

5. Under-nourishment and Lack of Hygiene

Low standards of living and poor living conditions are Responsible for this. As a result, incidence of diseases is high leading to high rates of mortality, especially among children and pregnant mothers.

6. Inefficient Agricultural Sector

The developing countries arecharacterized by agrarian based subsistence production. Traditional and obsolete methods and implements for

cultivation, lack of capital for investment, fragmented holdings and semi-feudal tenancy relations make the base of this type of economy very weak.

7. Weak Industrial Base

Lack of capital, outdated technology and inadequate skilled manpower has resulted in a weak industrial base in most of the developed countries. This has prevented any substantial improvement in living standards of populations of these countries.

8. Tradition-Bound Societies

Inward looking attitudes restrict flow of awareness regarding birth control, family planning etc. Caste system inhibits social mobility in societies like India.

9. Under populated Pockets

These may exist either within populated countries or as separate countries. This type of situation, especially in the first case, leads to rural-urban disparity. Also, it becomes uneconomical to invest in physical and social infrastructure in such countries. Any investment in agriculture or in industry involves long gestation periods in such pockets. Industry faces the problem of shortage of skilled manpower and insufficient market, even if high standards of living prevail.

10. Unfavourable Physical Conditions

Many under populated countries have hostile climatic or topographical conditions. Such conditions obstruct development and it is both difficult and expensive to overcome these problems.

13.4. EDUCATIONAL ISSUES AND CONCERNS IN INDIA

Every society has some problems, and these are commonly termed as **social issues**. It is a problem that is affecting a considerable percentage of a nation’s or global population or society.

Social issues (also social problem, social evil, and social conflict) refer to any undesirable condition that is opposed either by the whole society or by a section of the society. It is an unwanted social condition,

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often objectionable, the continuance of which is harmful for the society.Social issues are caused by some factors that are beyond the control of a single individual and cause a lot of conflict on the moral grounds.

There are some common characteristics of all social problems. This includes:

- Social problems are those situations that have bad and **injurious consequences** for society.
- Social problems arise when there is a deviation of the people or the nature of society from the ideal situation.
- Almost all social problems have some common origin.
- Many of the social issues are interconnected, and if one is solved, then others also get solved.
- Social problems have a huge impact on society and may affect any section of the society.
- Social issues need a collective approach to be solved.
- Almost all societies in this world have social issues.

India is facing a large number of social issues such as caste system, child labour, illiteracy, gender inequality, superstitions, religious conflicts, and many more. It is high time that the society gets relief from these undesirable social evils.

Major Social Issues:

We have prepared a list of major social issues in India. They are briefly discussed below in the following order:

1. Caste system
2. Poverty
3. Child labour
4. Child marriage
5. Illiteracy
6. Low status of women
7. Gender inequality at work
8. Dowry system

9. Sati practice
10. Superstition
11. Sanitation and cleanliness
12. Religious conflicts
13. Beggary
14. Juvenile delinquency

13.4.1. Caste system

Caste system is a system of defining class or assigning status to individuals from the time of birth. In India, the caste system is mainly profession based. India has been a victim of caste system since ages.

Causes

The main reason behind the growth of Caste system in India is the assignment of caste based on job specialization. There were different types of jobs in the society which were done by the people based on their capability. This division of job based on specialization resulted into caste system.

Four classes of Caste system: The four classes include:

1. **The Brahmins** – the priestly class. They were mainly engaged in religious and priestly activities. They were also appointed as advisors to the Kings.
2. **The Kshatriyas** – the warrior and ruler class. They were mainly engaged in warfare activities.
3. **The Vaishyas** – the trader class. They were mainly engaged in business, agriculture, and trading activities.
4. **The Sudras** – the lowest of the four traditional classes engaged as domestic servants and laborers, etc.

13.4.2. Poverty

Poverty refers to a situation when people's basic needs are not fulfilled. When people doesn't have the necessary food to eat or clothes to wear or shelter to stay then its called poverty. Life becomes very difficult for people with income are below the poverty line (BPL).

Poverty is a vicious circle and is the lack of money or material possessions. Social, political, as well as economic elements, contribute to poverty. It leads to a lack of basic life necessities and comfort. Illiteracy is a major cause and effect of poverty. These people have a low standard of living and poverty is the cause of many social evils.

Effects:

The negative effects of poverty are mentioned below:

- Poor people will always have to depend on others to survive.
- Low quality foods may leads to bad nutrition.
- Poor people have less liberty for the choice of profession.
- Poverty may affect the moral and self-esteem of people living in extreme hardship.
- Poverty also results in building stress which ultimately affects the relationship of people.
- The low standard of living prevails among poor people.

13.4.3. Child labour

Child labour is a system of involving children in any economic activity. Children at the age of playing engage themselves into economic activity for their family. Child labour can be seen throughout the country in a wide way.

Child labour means getting children who are minors of age to do work. Even if children are paid for the labour that they perform, child labour is still deeply wrong.

Causes:

The major causes of child labour in India are:

- Unemployment,
- Poverty,
- Illiteracy, and
- Low standard of living.

Effects:

The negative effects or major disadvantages of child labour include:

- Child labour is an inhuman practice. The mental growth of the children engaged in child labour is checked.
- Children get less time and opportunity to go to school. They are unable to participate fully in education. They are deprived from education which makes them illiterate.
- Child labour obstructs personal growth. The standard of living of people remains low.
- Child labour destroys their childhood. Child labour does not only limit children's ability to grow emotionally and to relish a period of carefree innocence before they are launched into adulthood.
- Child Labour deprives children of the ability to play, to make friends, to daydream, to relax, and to enjoy all of the key aspects of a normal, desirable childhood.
- Children are the future pillars of the economy and involving them into child labour will only make those pillars weak. Ultimately, child labour affects the country's growth.

13.4.4. Child marriage

Child marriage refers to the marriage of individuals below the prescribed limit of age. Marriage is to be considered legal as per the Indian Law, when the groom's age is 21 and above and bride's age is 18 and above.Though, child marriage has caused problems to both and boys and girls, the most severe victims of the evil practice are the girls.

Negative effects of child marriage:

- Due to child marriage, the girls become pregnant at an early age. Since their bodies are not properly developed to have kids, it may lead to early maternal death. In many of the cases, the infant baby's health doesn't seem good.
- Child marriage also leads to illiteracy and poverty. A girl who is married at an early age is deprived of opportunities for education and personal growth.

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- Due to less compatibility and understanding, relationship between the couples hampers.

Solutions:

- Education is the only and the best way to stop child marriage. Educated people from society should raise voice against child marriage.
- Gender equality and women education is very important to stop the evil practice of child marriage.
- The girls become extremely dependent upon her parents because of lack of education. As such, she is not in a position to speak against the will of her parents. If a girl gets equal opportunity to get educated, then she will be in a better position to decide, what that is best for her future.
- Government should take steps to enforce the laws on child marriage. The problem of child marriage can be solved by raising awareness about the disadvantages of child marriage.

13.4.5. Illiteracy

Illiteracy refers to the inability to read and/or write. The problem of illiteracy is a major social issue in India. The problem has spread throughout the country in a wide way. It is one of the most dangerous obstacles in the economy's growth. People with no education find it difficult to get jobs and remain poor. They are at risk of poor diet, manual jobs, worse physical and mental health. It impacts their social situations too.

Reasons:

The major reasons of illiteracy in India are discussed below:

- Since many adults in India are illiterate, they don't understand the importance of getting education for their children.
- Due to the problem of unemployment and poverty, children get little opportunity for proper education.
- Many people stay illiterate due to some physical or mental disabilities.

- Other social evils like caste system, gender inequality also cause illiteracy.

Solution:

The only and the best way to eradicate illiteracy from the society are by education.

- The scheme for mid-day meals at schools is a welcome step.
- Government should take steps to promote free education for the backward class of the society in government schools.
- Government also look at the matter that people get fair payment for their work. Appropriate steps should be taken to create more employment opportunities for adults, so that they can educate their children by sending them to school.

13.4.6. Low status of women

Low status of women refers to the inferior position of women (in comparison to men) in the society. This reflects the narrow mind-set of the society. It is seen all over the country, but widely prevalent in the backward areas.

Causes:

- Narrow mindset of the society is the main reasons behind this problem.
- Women in India are considered inferior than men since ages.
- A large part of the society believes that men are more capable to earn more than their women.
- It is widely seen that the male members of the family try to control the activities of the female members, which leads to the low status of women.

Solution:

The solution to the problem is:

- The empowerment of women is of utmost importance for solving the problem.

- Awareness must be created to change the narrow mind-set of the society. Campaigns must be launched to acknowledge the role and contribution of women in the society.
- Education can also help to solve the problem of low status of women in the society.
- Mass-media campaigns should be promoted.

13.4.7. Gender inequality at work

Inequality at work refers to any type of discrimination in working environment based on caste, gender, race, colour, etc. But gender inequality at work means discrimination or unequal treatment between male and female workers.

Causes:

- The main reason behind the issue of gender inequality at work is the mindset and culture.
- The ego of male members prevents the female members to enjoy equal position at work places. People also do this because of un-awareness.

13.4.8. Dowry system

Dowry is one of the most evil practices that are prevalent in the Indian society. Dowry system is actually the transfer of money, property and other valuable assets of bride's family to the groom's family on the eve of marriage.

Reason:

There are several reasons of prevailing dowry system in the society like:

- Tradition of asking for dowry at the time of marriage.
- The greed among the family of groom for quick and easy money.
- People also ask for dowry for maintaining status.

Solution:

The solution to stop the practice of this evil system is in our hands only.

- People should stop discrimination between a boy and a girl.

- Girls should also be allowed to have their education and proper knowledge.
- Awareness must be created and for these people with the help of media.
- Last, but not the least, parents should change the thoughts of dowry from their mind and children should stand against their family for doing this.

13.4.9. Sati System (Sati Practice)

Sati system or pratha is one of the cruelest, evil, inhuman and immoral social practices prevailing in our country. **Sati system** refers to the act of committing suicide by the widowed women on the funeral pyre of his husband. This is an inhuman act. In 1987, RoopKanwar committed sati at the age of 18. After this incident, both the State and the Central Government enacted acts to abolish the Sati system.

Causes:

The causes behind the Sati system are:

- **To maintain the status:** As people of high caste were not allowed to marry with low-caste, so after the death of her husband, she was burned alive only to save the status
- Sati was also committed to save her sexuality with the other member of the society.
- Sati was also practiced by women to show her love and devotion towards her husband.
- In the backward areas where widows were treated as untouchables were forced to commit sati.

Solution:

The solutions for the evil practice of sati are:

- Educating the people through mass communication.
- Bringing a change in the perspective of the people that a widow person cannot marry with anyone.

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Government has already enacted the Sati Prevention Law. Sati Practice is illegal in India. The evil is rapidly diminishing from the Indian Society. However, awareness has to be created to stop the sati practice completely.

13.4.10. Superstition

Superstition refers to the irrational beliefs of supernatural forces. Superstition is one of the major social issues affecting the entire country. It's a belief of human beings that there are some supernatural causes behind the bad events.

Solution:

- The main solution is to get knowledge and education because knowing nothing causes fear in mind which ultimately arise superstition.
- By adjusting or gaining knowledge, mind can develop the reason behind the occurrence of superstition and one can understand very well that these things doesn't affect anybody's life.
- Also by being always positive, one can get rid of those superstitions.

13.4.11. Sanitation and cleanliness

Sanitation and cleanliness is a basic problem and one of the important social issues of our country. People should clean their areas and take care of personal hygiene to stay healthy and away from any diseases. People should clean the areas of keeping food; clean their area of staying to promote cleanliness. People should maintain adequate sewage disposal system so that the public health is not put at risk.

Disadvantages:

There are many casualties of not having sanitation and proper cleanliness.

- People suffer from various diseases such as diarrhea, malnutrition, dengue, malaria and many more.
- It also suffers children's development.

Reasons:

- The major reason behind this is the carelessness and laziness of people themselves. The people themselves create the problem of dirt and unhealthy environment.

- People think of their own only and do not think of others. People do not mind to throw garbage in open areas which may negatively affect the environment.

Solution:

The solution is in the hands of the people itself.

- People have to start to make their area clean and stay healthy.
- People should make a proper area for sanitation so that public health will not suffer.
- Mass awareness programmes are already initiated by different institutions, organisations and government bodies to save human race.

13.4.12. Religious conflicts

Religious conflicts are among the most harmful social issues of today. Sometimes violence, war, conflict, etc. arises because of religious fanaticism.

Solutions:

The solution for religious violence is in the hands of the people only.

- People should gain proper knowledge and develop better understanding.
- By removing the thoughts of cruelty, one can correctly judge what's right or wrong.
- Awareness must be created and for this media will be very useful.

13.4.13. Beggary

Beggary is another social problem in our country. People who are in extreme situation of need and poverty are called beggars. The state of being a beggar is called beggary.

Causes:

There are many causes behind the beggary problem in India. Some of the reasons behind beggary are poverty, unemployment, illiteracy, social customs, physical disability, mental state, disease and many more.

13.4.14. Juvenile delinquency

Introduction:

Juvenile delinquency is also termed as Teenage Crime. Basically, juvenile delinquency refers to the crimes committed by minors. The crimes by teenage boys or girls are generally done without having proper knowledge of it as they know very little about the world.

Negative effects:

The crimes by minors affects not only the children but to the family and the society. Children's are the future generations of the country. Education of the children is hampered and the status and reputation of the family also goes down. People become less secured and there is always a sense of tension and distress.

C**heck your Progress- 1**

Note : a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

iii. What are the problems faced by developing countries?

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iv. List out the major social issues in India?

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13.5. ENVIRONMENTAL DEGRADATION

Economic activities such as production and consumption have led to environmental degradation over the last few years. This is recognizable from the fact that there is a certain carrying capacity of the environment. When the rate of extraction of resources exceeds the rate of their regeneration, the environment fails to perform its activities. The resulting phenomenon is called environmental degradation.

Different kinds of pollution have harmed the environment as well as man's well-being. Air and water pollution particularly contribute to air and water-borne diseases and ill-health. Ozone layer depletion and global warming are other severe problems resulting from such degradation.

Global Environmental Crisis

Environmental degradation can be broken down into particular problems that plague the global community, as under:

Global Warming

It refers to the gradual increase in the lower atmosphere of the Earth. The main cause of global warming is recognized to be the release of greenhouse gases like carbon dioxide into the atmosphere. These gases can absorb heat and thus, contribute to global warming. Other causes are deforestation and burning of fossil fuels like coal and petroleum. Global warming has led to melting of polar ice caps and an average increase in temperatures all over.

Ozone Layer Depletion

It is the phenomenon of depletion in the amount of ozone in Earth's stratosphere. The main cause of ozone depletion is through the release of substances called chlorofluorocarbons (CFCs) into the atmosphere. These are compounds include chlorine, bromine compounds that are used as cooling substances in air conditioners, refrigerators, etc.

Ozone layer depletion implies that the Earth gets more and more exposed to the ultraviolet rays of the sun. These rays are excessively harmful to human health and are known to cause skin cancer to human beings. They also affect the growth of aquatic and terrestrial plants.

Measures to Save the Environment

Concerted efforts are required to deal with the global environmental crisis. The concept of sustainable development, thereby, comes into play. Some of the measures that can be undertaken to control the crisis that already underway include:

- **Pollution Control:** Air, water, noise, soil are some of the major forms of pollution plaguing the environment today. Pollution control boards can be set up or regulatory standards must be enforced to keep pollution within lowest levels.

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- **Forest Conservation**: Increased industrialization has come at the cost of deforestation. The implication of forests being cut down is that the ecology is significantly affected. Afforestation measures need to be taken and forest conservation regulations must be seriously implemented.
- **Social Awareness**: Until people are made aware of the graveness of the situation, the problem of environmental degradation cannot be dealt with. Creating awareness through campaigns and movements can help avert the problem of the ongoing environmental crisis.
- **Waste Management**: Solid waste management must be carefully managed in urban areas. Rural waste has the potential of being used as natural manure by converting it into compost.
- **Water Management**: Rainwater harvesting and conservation of water can help with the long-term potent problem of scarcity of water.
- **Implementation of Policy Programmes:** Enactment of environment-centric acts and policies is not enough. Their effective implementation and careful observation are what will actually make a difference to environmental conservation efforts.

13.6. SUSTAINABLE DEVELOPMENT: MEANING AND FEATURES

The idea of environmental conservation gains real momentum if we are able to conserve resources and use them in a manner that they are sufficiently available for the coming generation as well. The **United Nations Conference on Environment and Development (UNCED)** defines this using the concept of **sustainable development**. It explains sustainable development as a process that provides for the present generation without compromising on the needs of the future generations.

Sustainable development has gained momentum as a larger movement over the years. We now associate it with improving living standards, poverty alleviation, nutritional improvements, minimizing social and cultural instability and resource depletion.

Sustainable development is the organizing principle for meeting human development goals while simultaneously sustaining the ability of natural systems to provide the natural resources and ecosystem services upon which the economy and society depend. The desired result is a state of society where living conditions and resources are used to continue to meet human needs without undermining the integrity and stability of the natural system. Sustainable development can be defined as development that meets the needs of the present without compromising the ability of future generations.

13.6.1. Sustainable Development Goals (SDGs)

In September 2015, the United Nations General Assembly formally adopted the "universal, integrated and transformative" 2030 Agenda for Sustainable Development, a set of 17 Sustainable Development Goals (SDGs). The goals are to be implemented and achieved in every country from the year 2016 to 2030.

13.6.2. Education for Sustainable Development (ESD)

Education for Sustainable Development (ESD) is defined as education that encourages changes in knowledge, skills, values and attitudes to enable a more sustainable and equitable society. ESD aims to empower and equip current and future generations to meet their needs using a balanced and integrated approach to the economic, social and environmental dimensions of sustainable development. The concept of ESD was born from the need for education to address the growing and changing environmental challenges facing the planet. In order to do this, education must change to provide the knowledge, skills, values and attitudes that empower learners to contribute to sustainable development. At the same time, education must be strengthened in all agendas, programmes, and activities that promote sustainable development. Sustainable development must be integrated into education and education must be integrated into sustainable development.

ESD is holistic and transformational education and concerns learning content and outcomes, pedagogy and the learning

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environment(UNESCO, 2014). With regards to learning content such as curricula, the complex sustainability challenges facing societies cut across boundaries and multiple thematic areas. Education must therefore address key issues such as climate change, poverty and sustainable production. ESD promotes the integration of these critical sustainability issues in local and global contexts into the curriculum to prepare learners to understand and respond to the changing world.

13.6.3. The Way Forward with Sustainable Development

The planet must shift to renewable sources of energy as compared to the regular thermal or hydropower plants that lead to climatic degradation. Solar energy is an effective alternative that we can harness using photovoltaic cells. It is less costly and environmentally friendly. A shift to wind energy is also an option. Setting up windmills in areas with high-speed wind can help convert the natural resource into electricity for commercial or household usage. Another effective solution can come through the use of natural manure or bio-compost as a substitute for chemical fertilizers. This helps avert soil erosion and soil pollution. Subsidized LPG as a fuel in rural areas and CNG as a fuel for vehicles in urban areas could lead the way forward.

The rest of the change can come majorly through increased awareness and consciousness. Only when the gravity of the situation and a moral responsibility towards forthcoming generations is realized can we pass on a healthy environment to them.

13.7. THE UNIVERSALIZATION OF ELEMENTARY EDUCATION

SSA was launched with the goal of universalizing primary education by 2007 and elementary education by 2010. These deadlines were extended to 2012. At the time of SSA's commencement in 2001 there were 3.40 core out-of-school children between the ages of 6-14. Four years after the launch of SSA with more than 85 percent of the funds utilized, 40 percent of the children (1.36 core) remained out of school (CAG 15 of 2006).access The SSA guidelines stipulate that at least one primary school, Education

Guarantee Scheme (EGS), or Alternative Innovative Education (AIE) centre must be created within one kilometer of each habitation throughout the country. However, this facility was not available in 9 percent of habitations surveyed in 14 states. There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools. Useful and relevant education signifies a quest for an education system that is not alienating and that draws on community solidarity. Its aim is to allow children to learn about and master their natural environment in a manner that allows the fullest harnessing of their human potential both spiritually and materially. This quest must also be process of value based learning that allows children an opportunity to work for each other's wellbeing rather than to permit mere selfish pursuits.SarvaShikshaAbhiyan realizes the importance of Early Childhood Care and Education and looks at the 0-14 age as continuum. All efforts to support pre-school learning in ICDS centers or special pre-school centers in non ICDS areas will be made to supplement the efforts being made by the Department of Women and Child Development.

Objectives of SarvaShikshaAbhiyan

- All children in school, Education Guarantee Centre, Alternate School, ' Back-to-School' camp by 2003;
- All children complete five years of primary schooling
- All children complete eight years of elementary schooling
- Focus on elementary education of satisfactory quality with emphasis on education for life.
- Bridge all gender and social category gaps at primary stage and at elementary education level.
- Universal retention.

Structure for Implementation

The Central and State governments implement the SA in partnership with the local governments and the community. To signify the national

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priority for elementary education, a National SarvaShikshaAbhiyan Mission is being established with the Prime Minister as the Chairperson and the Union Minister of Human Resource Development as the Vice Chairperson. States have been requested to establish State level Implementation Society for DEE under the Chairmanship of Chief Minister Education Minister. This has already been done in many States.

The SarvaShikshaAbhiyan will not disturb existing structures in States and districts but would only try to bring convergence in all these efforts. Efforts will be made to ensure that there is functional decentralization down to the school level in order to improve community participation. Besides recognizing PRIs/ Tribal Councils in Scheduled Areas/ including the Gram Sabha, the States would be encouraged to enlarge.

Strategies to mainstream out-of-school children

The strategies for mainstreaming out-of-school children can be broadly divided into 3 major categories –

(i) enrolment drives,

(ii) universalizing physical access and

(iii) Strategies for other out-of-school children.

Enrolment drives - The first step towards bringing them to schools

Enrolment in a school, wherever available, is the first step towards mainstreaming out-of school Children. Enrolment drives under different names and nature are carried out in different states with the objectives of generating awareness about the mission, sensitizing the masses about out-of-school children, and identifying the children who are not in school and enrolling them. The elected leaders from districts block and panchayat levels participate in the enrolment drives conducted by the State SSAs (SarvaShiksha Mission), they visit housesand talk to parents of out-of-school children. The children are encouraged to participate in various cultural and sports activities and then enrolled in formal schools with fanfare. The enrolment drives creates a congenial environment to push

forward the Mission's objectives of universal elementary education and in the process involve all stakeholders from every strata of the society. No doubt, these drives become a mission within a mission because of their massiveness in participation. Deprived urban children Cities have become the last residue of out-of-school children in the country, causes being (I) the very fragile nature of urban out-of-school children, (ii) complexity of identification and tracking out-of-school children in urban areas, (iii) structure of project management teams at state and district level, (iv) district based planning since the days of DPEP, and (v) lack of effective coordination between SSA and municipal authorities. About 4.3% of children inurbane areas are out-of-school. These include children in slums, children on the street and working children. The tracking of urban out-of-school children is often a major issue due to shifting of slums, and frequent migration. Prioritization on urban planning, replicating good practices on urban-based interventions, adopting flexible approach on setting up alternative education centers, involving NGOs and civic authorities and coordinated effort of education departments and municipal agencies have been the main strategies in addressing the issues relating to urban out-of-school children.

Universal Access

Providing universal access to elementary education is the foremost objective under SSA.Unserved areas are provided with primary and elementary schools under DPEP (District Primary Education Programme) and SSA to achieve this objective. Still, there remain scattered and remote habitations in the country which are not accessible to the facility of elementary schooling. As per the Seventh All India School Education Survey (2006NCERT), 86.97% habitations are served by primary schools. 53% of these habitations have primary schools located within the respective habitations and 34% have the same within 1Km radius. The same survey suggested that 78.12% habitations of the country has upper primary schools within the respective habitations or within a distance of 3 Km. Education

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Guarantee Scheme (EGS) has been instrumental in providing access to schooling to the unnerved, scattered and remote habitations.

The EGS centers usually have one teacher forever 30-40 children. An additional teacher is provided when the number of children increases beyond 40. Establishing EGS centre is a community initiated and managed temporary facility before providing permanent schooling facilities to the unnerved habitations. In 2005-06, over 1.11 lakhs EGS centers provided educational facilities to over40.42 laky children. Strategies under the alternative and innovative education: Since the days of DPEP, diverse strategies have been adopted under the alternative and innovative education schemes to facilitate the process of mainstreaming of out-of-schoolchildren. With the inception of SSA in the year 2001, the scope and range of applying these strategies have been widened so as to achieve the mammoth mandate of enrolling each child of the country in a regular school or provide an alternative arrangement with equivalent quality.

Educating the migrating children

A major challenge before SSA has been enrolment and continuation of education of children who migrate seasonally with their families. Mapping the migration pattern, identifying the sending and receiving places and locating the children and helping them to get enrolled or continue their education need specialized efforts. Measures have been taken in several States to provide educational facilities to the seasonally migrating children. These include seasonal hostels or residential schools for retaining children back in the villages while other family members migrate and worksite schools at the destination sites of migration. Since 2005, this category of children is receiving a renewed emphasis. Several NGOs have been working on the issues of seasonal migration and supporting the efforts under SSA.

Residential and non-residential bridge Courses

Direct mainstreaming and providing Access to schooling can take care of the younger children (6-8 years) to begin with. But they never

enrolled and dropped out children in the older age group (8-14 years) need time for preparation to get mainstreamed in respective classes as per their age. The bridge courses provide facilities of accelerated learning through condensed courses to prepare the dropped out and never enrolled children of the older age group to get mainstreamed in regular schools.

Short term (3-6 months) non-residential bridge courses (NRBCs)

Short term (3-6 months) non-residential bridge courses (NRBCs) are run for the children in the age group of 8-10 years who need shorter period for preparation to get mainstreamed in regular schools. The objectives of this short term courses are habit formation and learning and practicing basic skills in language, mathematics and science. Short term NRBCs are also run for older children (11 to 14 years) who have recently dropped out-of-school. Dropped out and never enrolled children in the age group of 11-14 years need much more time for such preparation, so bridge courses of longer duration (9-18 months) are run for them.

Long term NRBCs

Long term NRBCs are also run for the 'difficult to reach' children (e.g. working children, children with special needs, children of sex workers) who are available at particular place throughout the year. Residential bridge courses (RBCs), generally, are not run for short terms. They are adopted for children who need extensive and intensive care to be prepared for mainstreaming. RBCs are for 'difficult-to-reach' children, never enrolled and dropped out children (mainly from the older age group) from scattered locations, child labour rescued from employers, or bonded child labour, wage earning or non-wage earning working children who stay with their families but bear the risk of dropping out even after enrolment in NRBCs or mainstreaming in formal schools. Accelerated learning facilities to acquire academic skills within shortest possible time, condensed text books with lots of exercises, strong collaboration with regular schools, and regular monitoring & evaluations are some of the strategies adopted to run the

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bridge courses so that the children are able to prepare themselves for mainstreaming as per their age.

Outcomes of SSA

Under SarvaShikshaAbhiyan we have not only been able to improve access to 98% at primary level but have also been able to reduce out of school children to 3-4% of 6-14 age cohort. During the X Plan the basic infrastructure has improved through the opening of 1.87 lakh schools, appointment of 8.12 lakh teachers, construction of 1.70 lakh buildings & 7.13 lakh additional classrooms. Also, 1.72 lakh drinking water facilities and 2.18 lakh toilets have been created. Due to the efforts made under the SSA, the access to schools has improved to 98% of habitations at primary level and 86% at upper primary level. The SarvaShikshaAbhiyan has improved enrolment by 25 million between 2001 to 2005, thereby reducing the out of school children to 3- 4%, hardest to reach in the 6-14 age group. The dropout rates at primary level are declining and that of girls is declining more sharply. The gender parity has improved from 0.81 (2001-02) to 0.93 at the elementary stage of education. The transition rate from primary to upper primary (class V to VI) has improved to 83.72%. A national scholarship scheme is proposed to be implemented during the 11th Five Year Plan. In order to arrest the dropout ratio and encourage students to continue their education beyond class VIII, it is proposed to introduce a National Means-cum-Merit Scholarship Scheme. Selection will be made through a national test from among students who have passed class VIII. Each student will be given Rs. 6000.00 per year for study in classes IX, X, XI & XII.

Check your Progress- 2

Note : a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

iii. What is sustainable development?

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iv. What is the goal of SSA?

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13.8. LET US SUM UP

In this unit we know something about the problems faced by the developing countries and the major educational related issues in India. It includes the issue of environmental issues and tells the ways and means of sustainable development. The Universalisation of education is explained here. In this the formation of SSA and its actions to universalize the education and its outcomes are explained.

13.9 ANSWERS TO CHECK YOUR ROGRESS

1. Challenges faced by developing countries
    1. Low Levels of Technological Development
    2. . Low Population Levels
    3. Disproportionate Share of Young Population
    4. Lack of Diversification of Economy
    5. Under-nourishment and Lack of Hygiene
    6. Inefficient Agricultural Sector
    7. Weak Industrial Base
    8. Tradition-Bound Societies
    9. Under populated Pockets
    10. Unfavorable Physical Conditions
2. The major issues in India are
    1. Caste system
    2. Poverty
    3. Child labour
    4. Child marriage
    5. Illiteracy
    6. Low status of women

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7. Gender inequality at work
8. Dowry system
9. Sati practice
10. Superstition
11. Sanitation and cleanliness
12. Religious conflicts
13. Beggary
14. Juvenile delinquency

3. Sustainable development is the organizing principle for meeting human development goals while simultaneously sustaining the ability of natural systems to provide the natural resources and ecosystem services upon which the economy and society depend.

4.SSA was launched with the goal of universalizing primary education by 2007 and elementary education by 2010.

13.10. UNIT – END EXERCISES

1. How the developing countries prevalent problems due to education?
2. Write the implications of modern growth theory?
3. Discuss about educational issues and concerns in India?
4. Give the solutions for child marriage?

13.11. SUGGESTED READINGS

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UNIT –XIV EDUCATIONAL IMPROVEMENT

NOTES

Structure

14.1. Introduction

14.2. Objectives

14.3. Role of UNO in Improving Education Opportunities

14.4. The Official Organs of Uno

- 14.4.1. General Assembly
- 14.4.2. Security Council
- 14.4.3. Economic and Social Council
- 14.4.4. Trusteeship Council
- 14.4.5. International Court of Justice
- 14.4.6. Secretariat

14.5. Educational Activities of UN in India

14.6. Let Us Sum Up

14.7. Answers to Check Your Progress

14.8. Unit – End Exercises

14.9. Suggested Readings

14.1. INTRODUCTION

The most representative inter-governmental organization of the world today, the United Nations' role in world affairs is irreplaceable by any other international or regional organizations. The United Nations has made enormous positive contributions in maintaining international peace and security, promoting cooperation among states and international development. Today, people of the world still face the two major issues of peace and development. Only by international cooperation can mankind meet the challenges of the global and regional issues. The United Nations can play a pivotal and positive role in this regard. Strengthening the role of the United Nations in the new century and promoting the establishment of a just and reasonable international political and economic order goes along with the trend of history and is in the interest of all nations.

14.2. OBJECTIVES

- To give awareness about the educational opportunities.
- To develop the quality of education.
- To improve the performance and enable students to meet their personal, academic and career goals.
- To improve students' performance through curriculum, instruction and assessment.

14.3. ROLE OF UNO IN IMPROVING EDUCATION OPPORTUNITIES

Role of UNESCO in Education

The social and economic life of the country is made better. Education helps in national progress, when it leads to the economic betterment of the country. Any internal happening in one country influence over the people throughout the world. The social or economic conditions of one nation create problems for a large number of other nations. Any problem of a

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nation cannot be solved by itself unless and until it gets some sympathetic understanding of other nations.

Therefore, different international agencies and organisations have been formed in order to solve the problem of different countries of the world. These international agencies are also committed to bringing about decisive changes in their strategies and policy formulations in order to promote education. They are placing great importance on financing innovative programmes for improving the quantity and quality of education in general.

United Nations Organisation (UNO) was established as an agency responsible for the maintenance of world peace. Its membership was made open to all the countries of the world. The main purpose of this organisation was to encourage mutual friendship and universal peace.

UNESCO:

Many subsidiary organisations attached to United Nations Organisation were established. They are UNESCO (United Nations Educational Scientific and Cultural Organisation), WHO (World Health Organisation) and E.O (International Labour Organisation).

According to United Nations Charter, it was decided that, “In order to promote international stability the United Nations shall promote international, cultural and education co-operation “. To put this in operation, a conference was called in London which created. “United Nations Educational Scientific and Cultural Organisation (UNESCO).” In the educational sphere, UNESCO is performing the most important function for the promotion of world peace.

UNESCO formally came into existence on November, 1946. Most of its members are young nations that recently have broken off the shackles of foreign rule or the age-old territorial and political freedom, but also to improve their standard of living. In the preamble to the UNESCO Constitution, the following words are of special significance. “The Government of the States is Parties to this Constitution, on behalf of their

people, Declare that since wars begin in the minds of men, it is in the minds of men that defences of peace must be constructed."

For this reason, "The States Parties to this Constitution, believing full and equal opportunities for education for all in the unrestricted pursuit of objective truth, and in the free exchange of ideas and knowledge, are agreed and determined to develop and increase the means of communication between their peoples and to employ these means for the purposes of mutual understanding and truer and more perfect knowledge of each other's lives."

UNESCO functions in consonance with three bodies. These are:

(a) The General Conference,

(b) The Executive Board and

(c) The Secretariat.

The General Conference is held every two years to adopt programmes and budget for the next two years, while the Executive Board supervises the execution of the programmes. The Secretariate carries out the programme, both at the head-quarters in Paris and in the field. It functions through various National Commissions and Non-Government organisations.

It conducts various studies on per capita expenditure on education and public expenditure on education as percentage of National Income in collaboration with Various Non-governmental organisations. So UNESCO has been conducting studies and fostering experimental activities in the member states. It publishes materials on the trends of the educational development in the world.

UNESCO organizes regional conferences to help member-states formulate policies and strategies oriented towards the advancement of education. It assists member-states to develop national policies and programmes for training abroad in the light of perspective national training facilities. It assists in the development and maintenance of institutions and services designed to support national efforts related to educational media, methods and techniques.

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UNESCO organizes meetings and conferences on adult education. It assists member-states in promoting and improving their adult education institutions and practices through an optimum, use of advanced methods and techniques including the mass media and space communication.

It also supports the International Institute for Adult Literacy Methods, Teheran. It develops systematic dissemination of information concerning the experiences gained in functional literacy by governmental and non-governmental organisation, public and private enterprises, regional and international organisations. It develops and implements experimental World Literacy Programmes and promotes research on various aspects of adult literacy.

UNESCO has been utilizing its financial resources and professional expertise to develop, expand and create educational facilities all over the world. It has been implementing various projects like universalisation of elementary education, projects for educating the blind and other handicapped children in various countries of the world. Different teaching-learning aids are provided and technical services are made available by UNESCO.

Therefore, UNESCO has been playing a very significant role in various international programmes in the field of education through its financial assistance. It is proved that the qualities as well as the quantity of education are necessary for the development of a country.

India's participation in UNESCO:

India joined the world effort to improve the status of children with a vigorous drive after she became a signatory of the UN convention on the Rights of the Child.

The UN Convention, held in September 1990, made a major thrust on three aspects:

(1) Survival,

(2) Protection and

(3) Development as the basic rights of the child.

Undoubtedly, India faces an uphill task in the face of the cold statistics of population explosion, mounting poverty, increasing unemployment, predominant underdevelopment and object backwardness. About 330 million children constitute 17% of the total population, 30% of which live under poverty line, certainly pose a great challenge. But a pledge has been taken to meet the challenge, however formidable it may be.

India's participation in UNESCO is an example of sharing with others the new problem and the unfolding vision of education to this world-wide movement of the renewal and transformation of education. India made notable contributions, and she also derived from the global cooperation of nations many advantages and ideas for her own national development.

India has assigned due place to population, health and family planning concepts and issues in her educational policies and programmes. The health and family planning concepts and issues are also integrated into the National System of Education. The health and family welfare concepts and issues are also integrated into the National Population Education Programme (NPEP) launched in the country by the Ministry of Education with the financial assistance of UNESCO.

Conclusion:

"Education is one area in which the role of private funds is viewed with a great deal of suspicion. But the advantage of encouraging flow of private resources to the field of education, is that the scarce resources of the government are utilized more productively and exclusively for the interests of the weaker sections." So it is clearly realized that expenditure on education brings tangible returns. It is an investment which gives returns in the form of the development of the country.

Check your Progress- 1

Note : a. Write your answer in the space given below

b. Compare your answer with those given at the end of the unit.

iii. What is United Nations?

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14.4. THE OFFICIAL ORGANS OF UNO

The main organs of the UN are the General Assembly, the Security Council, the Economic and Social Council, the Trusteeship Council, the International Court of Justice, and the UN Secretariat. All were established in 1945 when the UN was founded.

14.4.1. General Assembly

The General Assembly is the main deliberative, policymaking and representative organ of the UN. All 193 Member States of the UN are represented in the General Assembly, making it the only UN body with universal representation. Each year, in September, the full UN membership meets in the General Assembly Hall in New York for the annual General Assembly session, and general debate, which many heads of state attend and address.

14.4.2. Security Council

The Security Council has primary responsibility, under the UN Charter, for the maintenance of international peace and security. It has 15 Members (5 permanent and 10 non-permanent members). Each Member has one vote. Under the Charter, all Member States are obligated to comply with Council decisions.

The Security Council takes the lead in determining the existence of a threat to the peace or act of aggression. It calls upon the parties to a dispute to settle it by peaceful means and recommends methods of adjustment or terms of settlement. In some cases, the Security Council can resort to imposing sanctions or even authorize the use of force to maintain or restore international peace and security. The Security Council has a Presidency, which rotates, and changes, every month.

14.4.3. Economic and Social Council

The Economic and Social Council is the principal body for coordination, policy review, policy dialogue and recommendations on economic, social and environmental issues, as well as implementation of internationally agreed development goals. It serves as the central mechanism for activities

of the UN system and its specialized agencies in the economic, social and environmental fields, supervising subsidiary and expert bodies. It has 54 Members, elected by the General Assembly for overlapping three-year terms. It is the United Nations' central platform for reflection, debate, and innovative thinking on sustainable development.

14.4.4. Trusteeship Council

The Trusteeship Council was established in 1945 by the UN Charter, under Chapter XIII, to provide international supervision for 11 Trust Territories that had been placed under the administration of seven Member States, and ensure that adequate steps were taken to prepare the Territories for self-government and independence. By 1994, all Trust Territories had attained self-government or independence.

14.4.5. International Court of Justice

The International Court of Justice is the principal judicial organ of the United Nations. Its seat is at the Peace Palace in the Hague (Netherlands). It is the only one of the six principal organs of the United Nations not located in New York (United States of America). The Court's role is to settle, in accordance with international law, legal disputes submitted to it by States and to give advisory opinions on legal questions referred to it by authorized United Nations organs and specialized agencies.

14.4.6. Secretariat

The Secretariat comprises the Secretary-General and tens of thousands of international UN staff members who carry out the day-to-day work of the UN as mandated by the General Assembly and the Organization's other principal organs.

14.5. EDUCATIONAL ACTIVITIES OF UN IN INDIA

The United Nations provides strategic support to India to help the country achieve its aspirations to end poverty and inequality and to promote sustainable development in line with the globally agreed SDGs. The UN also supports India, as the world's largest democracy, in the county's ambitious commitments to rapid change and development priorities.

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Note : a. Write your answer in the space given below

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Education is a human right

Despite great progress in the last few years, millions of children are still denied their right to education. Restricted access to education is one of the surest ways of transmitting poverty from generation to generation.

Investing in education yields significant development benefits

Education reduces poverty, boosts economic growth and increases income. It increases a person's chances of having a healthy life, reduces maternal deaths, and combats diseases such as HIV and AIDS. Education can promote gender equality, reduce child marriage, and promote peace. In sum, education is one of the most important investments a country can make in its people and its future.

Education is essential to the success of every one of the 17 global goals

Formally adopted at the UN General Assembly in September 2015, the Global Goals for Sustainable Development frame the global development agenda for 2016-2030. The Global Goal 4 on education aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."

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MODEL QUESTION PAPER

PAPER- 2.3.4

COMPARATIVE EDUCATION

Time: Three hours **Maximum: 75 marks**

Part –A (10x2= 20 Marks)

Answer ALL questions

1. Define comparative education?
2. What is the purpose of education in economic development?
3. What are the types of secondary school in USA
4. List out the types of university?
5. What are factors of comparative education?
6. What is sustainable development?
7. What is the goal of SSA?
8. What is United Nations?
9. Write the meaning of the illiteracy?
10. What are the major problems of population explosion?

Part – B (5 x 5 = 25 marks)

Answer ALL questions

11.
    a) Bring out the importance of comparative educational.

    (or)

    b) What is the scope of comparative education?

12.
    a) What are the reasons for illiteracy in India

    (or)

    b) How can you provide occupational information to your students?

13.
    a) Discuss implications of modern growth theory.

    (or)

    b) Discuss the solution for child marriage.

14.
    a) Is achievement test is a guidance technique? Justify?

    (or)

    b) Describe the Havighurst theory of vocational choice?

15.

a) Bring out the educational opportunities in India?

(or)

b) Explain the organs of UN

Part- C (3 x 10 = 30 marks)

Answer any THREE following

16. Narrate the approaches of comparative education.
17. Discuss about the factors determining educational system of country.
18. Narrate the technology used in the classroom while learning.
19. Compare the primary education level of USA and UK.
20. Examine the problems of education with special reference to India.